

A Curriculum Resource Guide for Wisconsin K-12 Teachers

Business & Information Technology

Curriculum Planning Guide

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INTRODUCTION

An Overview of the Guide

The purpose of the *Wisconsin Business and Information Technology Curriculum Planning Guide* is to provide local school districts resources in planning, developing, implementing, and evaluating business and information technology programs. This guide is not a mandate or requirement but aids in providing direction and focus for identifying what students should know and be able to do in business and information technology.

This guide reflects current national and state business standards and initiatives. Members of the taskforce believe it has the potential to be adopted or adapted at the local school district level into the design of a meaningful business and information technology program.

The entire guide can be accessed and downloaded on the Department of Public Instruction's website at www.dpi.state.wi.us/dpi/dlsis/let/bitcurriculum.html. Updates and additions to the guide will also be made available at this location.

This document is always subject to change and to continuous improvement. The Department of Public Instruction welcomes suggestions for improving the guide from those using it throughout Wisconsin.

Wisconsin Business and Information Technology Programs

Overview

Business education, in its earliest form, has existed even in the early American school system. Societal needs and demands have changed the face of business education from those early times to its present state. Federal funding has also played a role in the evolution of business education.

Over the past ten years, the term business education has evolved into a more comprehensive program and is reflected as such in the program name Business and Information Technology. Although many programs may still use the term business education, the trend continues to expand the program to include information technology. The integration and inclusion of technology into schools has advanced opportunities for business teachers to further develop curriculum in the information technology field.

Business and information technology is often found in the larger context of career and technical education. The Association for Career and Technical Education defines *career and technical education*:

Career and technical education prepares both youth and adults for a wide range of careers, from registered nurse to computer technician, that require varying levels of education—from high school to postsecondary certificates to two- and four-year college degrees (ACTE, 2002).

Mission Statement

The mission of business and information technology education is to teach for and about business. Business and information technology education prepares learners to make wise personal, economic, and career choices while developing knowledges, skills, and dispositions necessary to succeed in the workplace.

The Policies Commission for Business and Economic Education provides an updated need for business education:

Business education, a dynamic and diverse discipline, cannot be viewed apart from the society in which it functions. Business educators continually assess how individuals learn and assume new and different roles in a changing global society. As social, political, individual, and business needs emerge, the business education curriculum changes to meet those needs. We believe that to be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives.

Business educators must proactively seek collaborative partners to secure society's commitment to providing business content and value-added skills to all individuals. Businesses, the community, and business educators must build an infrastructure of support to provide universal access to learning opportunities for all individuals. Each segment of a business education delivery system is an essential component in a comprehensive learning environment. All segments must be supported to ensure that individuals become productive and responsible citizens (PCBEE Policy Statement #71, 2002).

PROGRAM EVALUATION

Program Evaluation

Evaluation of a business and information technology program provides a basis for identifying the strengths and challenges for the program and the overall curriculum. Program evaluation will help to ensure quality of the program.

The key to a successful program or project is evaluation. Evaluation provides formative feedback that helps guide a program as it is being implemented. It also provides summative data that demonstrates that the program is accomplishing its stated goals and objectives. Without effective evaluation, the business teacher may fail to document important impacts the program has on students. The teacher may also fail to recognize how different components in the program are affecting stakeholders. In addition, evaluation helps focus efforts and resources on the specific goals of the program. Without written goals and specific objectives, teachers may direct their individual efforts toward slightly different goals, thereby reducing the efficiency of the overall program.

In an era where resources for educational programs are limited, those programs that can document their success in having an impact on students and in using resources efficiently will be at an advantage for ongoing funding. But program evaluation is not done just for accountability purposes; it is also intended as a management and planning tool. Program evaluation can:

- differentiate and describe different types of educational program evaluation in terms of form, worldview, and purpose
- identify current issues and dilemmas in business and information technology
- demonstrate an understanding of procedures, group techniques, and tools used in needs assessment
- demonstrate competence in qualitative and quantitative data collection and analysis
- identify evaluation designs and instruments used in assessing educational program impacts
- demonstrate effective methods for communicating evaluation findings and goals to stakeholders

Overview of Program Standards – Business and Information Technology

As the nature of work continues to change, the education of business and information technology becomes increasingly important for all students. As social, political, individual, and business needs emerge, the business curriculum must change to meet those needs. To be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives. Business and information technology serves society by enabling individuals throughout their lifetime to develop competencies in multiple content areas.

Success for the business program and student requires more than content mastery. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork, and leadership. Individuals also need sensitivity to ethical issues, cultural diversity, the value of work, and interpersonal relationships.

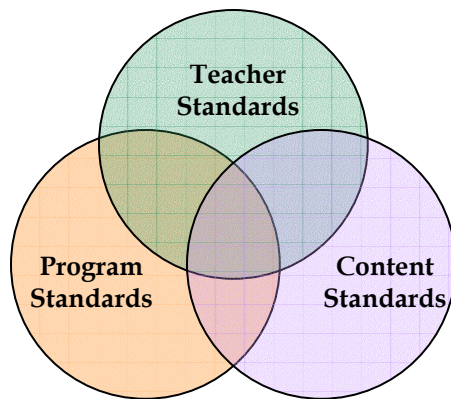
In addition, a comprehensive business program includes information technology as content and as a tool for critical thinking and decision-making skills. Students need to access and manipulate information quickly and evaluate the validity of that information. Students will then use that information to make wise decisions and create new knowledge.

Within the local school district and community, it is the business educator who must develop and nurture a comprehensive business program. A business advisory committee is a vital link to the establishment and maintenance of a business/education partnership.

The Future Business Leaders of America chapters at the middle and high schools, along with cooperative education and school-to-work experiences, will be real life forums for developing, refining, and/or applying many of the curricular standards.

These Business and Information Technology Program Standards are indicators of a quality, comprehensive business and information technology program. Based on these standards, local plans for improvement will lead to positive change through a collaborative network among business educators, administrators, policy makers, and business and community representatives. Local plans should enable educators to contribute to meeting the goals of their learning communities and results should lead to strengthened teacher roles and improved student learning.

Program standards are used in conjunction with Teacher Standards (PI-34) and Content Standards (National and Wisconsin) to provide a set of benchmarks for business and information technology teachers. Standards within each of these components will intersect and provide checkpoints for goal-setting and objectives.



Implementation of Program Standards

In order to offer and present effective business and information technology courses in a K-12 curriculum, a comprehensive evaluation process must be implemented on a continual basis. Program strengths and challenges need to be assessed so revision and improvement can be made. An evaluation process is a significant component of a high school's business curriculum and instruction.

Engaging in an extensive and meaningful evaluation of a business and information technology program is complex because both internal and external forces that define a program must be considered. The program standards are not meant to be used as a measurement tool for individual performance but rather as a self-evaluation for program growth and development. One example in using the program standards for program improvement includes a local teacher(s) requesting a committee of educators from area districts to participate in an on-site visit. Another example might be to use the program standards in developing program and budget priorities at the local level. The local teacher(s) might collaboratively evaluate the program with administration to help set these priorities. Another example in which program standards may be applied is in helping a teacher identify challenges to be used in setting goals for the Wisconsin Professional Development Plan for license renewal under PI-34. Another example is to use some of the challenges identified in the self-evaluation to plan activities for Carl Perkins funding.

Each program standard includes quality indicators in which to further define each standard. Evaluation of each quality indicator includes selecting a rating and providing documented institutional evidence and remarks. Samples of institutional evidence are provided to assist the business teacher in documentation.

Program standards are grouped together in eight major categories of quality career and technical education programs:

- Quality Educator
- Program Planning
- Curriculum, Instruction, and Student Assessment
- Program Evaluation
- Quality Schools
- Parent and Community Involvement
- Standards-Based Work-Based Learning
- Resources

Each standard is presented by major category with an explanation and justification to provide an overall understanding of the standard.

Rationale for Program Standards

Quality Educator

There is an increasing body of research that supports the assertion that teacher and teaching quality are the most powerful predictors of student success (NASSP, 2004).

Standard 1 – *The business educator is highly qualified and appropriately certified to teach all corresponding business and information technology courses within a business program.*

Standard 2 – *The business educator is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological change.*

Standard 3 – *The business educator has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.*

Rationale for Standards 1, 2, and 3

The first step to ensuring that business educators in every Wisconsin classroom are highly qualified is to make sure that they hold the appropriate certification to teach all corresponding business and information technology courses within a business and information technology program. Certification alone, however, is not enough. Research suggests that it is what teachers know and are able to do in the classroom that most influences student learning (Burmaster, 2002).

Business educators must facilitate experiences that allow students to become independent learners and team members who are accountable for their own knowledge and performance. To achieve excellence in teaching, business educators must implement a professional development plan designed to keep them current in business content, improve the practice of teaching, and advance student's learning. The plan should include varied activities that enhance the business educators' ability to provide rigorous, academically integrated business instruction (PCBEE Policy Statement #69, 2002).

In addition, business educators must work collaboratively with educational and business communities to garner support and resources to achieve personal professional development goals that are complementary to the future direction of their discipline, the schools, and the business environment (PCBEE Policy Statement #60, 1997).

Ultimately, the success of a highly qualified business educator depends on how well the business educator meets the needs of students, business, and society.

Program Planning

Effective business and information technology programs do not just happen. The process of program planning provides thoughtful and intentional activities related to goals and objectives. Planning includes alignment with national, state, and local standards and mission.

Standard 4 – The business and information technology program has a vision and mission statement that is in alignment with state and national business and information technology mission statements as well as the school district’s mission and vision.

Standard 5 – The business content offered is in alignment with the Wisconsin Model Academic Standards for Business and local benchmarks, and incorporates the Academic Standards for English Language Arts, Mathematics, Science, and Social Studies.

Standard 6 – A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations.

Rationale for Standard 4

The business and information technology mission represents a clearly articulated statement of purpose for the entire business program. As such, the mission statement should be a guiding force and business program decisions should be based on its framework and goals.

The mission of business and information technology – to teach for and about business – will continue as the fundamental basis of instruction in business. Business and information technology education prepares learners to make wise personal economic and career choices while developing knowledges, skills, and attitudes necessary to succeed in the workforce.

Learner groups, instructional resources, instructional content, and social contexts are changing. For this reason, educators must accommodate diverse learner groups by creating new teaching arrangements, including new instructional environments and strategies, and by using a variety of resources for teaching.

Education *about business* means instruction about various roles all learners will play as economically literate citizens. This instruction includes personal consumer economic skills, a knowledge of social and government responsibilities, and an understanding of business operations. Learning about business also means developing interpersonal and leadership skills for functioning in multicultural business settings. Preparation *for business* means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. In order to prepare for these roles, business teachers need comprehensive business preparation and business occupational experience.

Strong business and information technology programs are responsive to shifting educational and instructional paradigms. All business teachers, individually and collectively, must assume roles in a united effort to fulfill actively the evolving vision of education for and about business. This vision should be based on sound, carefully thought-out, and future-oriented assessments of many variables. Some variables to consider include changing technology, changing demographics, the economy, political developments with their accompanying rules and regulations, and the resulting local education policies and practices (PCBEE Policy Statement #57, 1995).

Rationale for Standard 5

The business and information technology program is driven by standards. Standards provide a framework for curriculum and program improvement (PCBEE Policy Statement #62, 1998).

Greater articulation and integration of instruction for and about business should occur across the total school curriculum with business teachers being full participants in the planning and teaching of programs.

Business teachers should recognize that learners gain similar competencies in different subject areas and levels of the curriculum. Therefore, articulation of instruction throughout the curriculum should become more common. Because greater integration of curriculum enables learners to see the interrelatedness of all knowledge and the multidisciplinary nature of real-world problems, more collaborative learning and team teaching between disciplines should be used in education for and about business.

Because learning is markedly affected by the context in which it occurs, application-focused teaching will become more prominent in the curriculum. Therefore, education for and about business should, through the leadership of business teachers, become more integrated into all instructional areas of the secondary school (PCBEE Policy Statement #57, 1995).

Rationale for Standard 6

In the current high-performance, results-oriented workplace, everyone must be able to make decisions and learn independently. To succeed in this evolving and unpredictable environment, students need a variety of academic and technical skills as well as career preparation experiences. Employers provide input essential in identifying skills considered vital in the workplace. Educators and employers partner to develop the structures and support for students to acquire the skills needed for employment and continuing education.

Educators use transition-to-work strategies to engage all students in a rigorous and relevant curriculum, to provide them with life and career connections, and to have them explore ever-changing and challenging opportunities in the workplace. Students are motivated and learn best when they understand the relevance of their instruction.

Business and information technology programs provide rich opportunities for real-world learning experiences for all students. These opportunities reinforce high academic standards while providing authentic contexts where students are able to apply what they have learned. School-based experiences include career and technical student organizations, field trips, guest speakers, and in-school enterprises. Work-based experiences include internships, apprenticeships, cooperative work programs, paid work experiences, job shadowing, community service, and service learning. The unique ability to bridge the gap between theoretical classroom learning and actual workplace experiences is an essential component in students' making successful transitions to work and ultimately, careers (PCBEE Policy Statement #63, 1999).

Curriculum, Instruction, and Student Assessment

The business and information technology curriculum is changing because of the growth and interest in computer technology, emphasis on knowledge management principles, globalization of the economy, and the integration of business courses into the academic curriculum. Business educators must develop assessment procedures and standards to not only meet business content but also core competencies required for high school graduation (Yopp, 2003).

Standard 7 – The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.

Standard 8—The business and information technology program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 9 – The career and technical student organization, Future Business Leaders of America (FBLA), is co-curricular and a valued integral component of the program.

Standard 10 – Career guidance and counseling are a part of the curriculum, emphasizing educational options.

Standard 11 – Standards-related classroom assessments are integrated with curriculum instruction to promote meaningful learning and student accountability.

Standard 12 – The instructional program is aligned at the secondary level with post secondary institutions and articulated through various credit and advanced placement options.

Standard 13 – A business and information technology program is offered at the middle school level with exploratory experiences and skill building.

Rationale for Standard 7

Our nation's economy is dependent upon highly qualified and skilled workers. Preparing for current and emerging economic markets is a shared responsibility among all education, training, and workforce development systems. Employees must have a combination of academic knowledge, non-technical workplace skills, and technical competence. Industry certification is one approach to assessing and demonstrating the technical competence demanded by employers (PCBEE Policy Statement #72, 2003).

Rationale for Standard 8

Students entering today's dynamic workplace must possess business-related, non-technical (soft) skills as well as technical competence. Success in the twenty-first century business environment is dependent on a refocus of skills that were emphasized in the twentieth century. More than ever before, merely being technically competent is not sufficient. To be successful in the global and diverse workplace, students must develop human relations, self-management, and workplace enhancement skills. Today's employees and entrepreneurs must have the ability to use and apply these skills in every phase of their work and lives. Even with increasing use of technology and a growing trend toward diverse worksites, students must understand the benefit of soft skills to their careers and personal lives.

Business educators have traditionally been successful in teaching the technical skills. While the technical skills are effective tools to accomplish a task, they must be complemented by the soft skills to enhance productivity. In the high-performance workplace, it is the human factors that impact the ability of organizations to succeed. Key components for success on the job include the attributes of human relations skills (e.g., positive attitude and teamwork skills), self-management skills (e.g., knowing how to learn and ethical behavior), and workplace enhancement skills (e.g., critical thinking and decision-making skills). Employers clamor for individuals who can work effectively with others, collaborate to solve problems, and manage work teams. Business educators must assume leadership for ensuring that students develop these skills needed in business settings (PCBEE Policy Statement #67, 2000).

Rationale for Standard 9

Classroom experience alone is not sufficient to assure the development of competent, aggressive leadership in tomorrow's business world.

The growing gap between what business and industry need and what education produces could be resolved by direct, continuous involvement with business and industry in education. One means for such involvement is through student organizations, which, by supplementing classroom activities, offer the dual benefits of providing a laboratory for learning and adding individuality to education.

Classroom instruction is generally in a structured nature and directed to the entire student population, with only limited unstructured opportunities for reaching students. Through student organizations, teachers motivate and inspire students by building on each one's needs and interests. The disadvantaged and handicapped, for instance, can be brought in to the mainstream of student life and, at the same time, develop the confidence needed for career successes.

Although often categorized as extracurricular activities, student organizations serve a co-curricular purpose, with projects correlated closely to classroom instruction. In addition to the more obvious general and academic values, participation in student organizations provides business students with opportunities for leadership training, personal development, and social responsibility, as well as the further development of specific business skills.

Classroom teachers, in promoting student participation, must have the support of their administrations, professional organizations, teacher education programs, and government agencies charged with improving instruction (PCBEE Policy Statement #30, 1982).

Rationale for Standard 10

Business educators have long been aware of the occupational implications their subject matter holds for students. That awareness must expand to include understanding of their role as career guidance advisers as well. Because of their unique training, business educators are key people in the lives of students who are in the process of choosing an occupational path (A Guide to Curriculum Planning in Business, 1987).

Rationale for Standard 11

To be accountable, business educators must make visible what students know and are able to do – their accomplishments. A need exists for a comprehensive assessment program that both promotes accountability and inspires students to strive toward high standards. Assessment involves a blend of activities and tools that allow students to begin their instructional programs at appropriate levels and to gauge their progress toward meaningful goals (PCBEE Policy Statement #59, 1996).

Rationale for Standard 12

Business teachers should develop a coherent sequence of courses rather than view courses as individual offerings. Articulation agreements between high schools and postsecondary institutions are developed to eliminate duplication of competencies, to provide for advanced technical instruction, and to assist students in making a smooth transition from one level to another. Well-planned curriculum will reduce the need for remediation and increase time for advanced skill development (PCBEE Policy Statement #54, 1993).

Rationale for Standard 13

Business and information technology programs should develop a broader client base that will become larger and more diverse, beginning with students at the elementary level and continuing throughout life.

Elementary and middle school will more frequently be sites for instruction in economic education, keyboarding, computer applications, and business career exploration. Secondary-level business teachers should be serving a broader learner base by their involvement in innovative programs to serve all students. Customized education for individuals and businesses as well as special populations should become a greater part of post-secondary/collegiate business and information technology.

Lifelong learning will be a requirement for living and working in the twenty-first century. Therefore, the education, training, and retraining of adults should be a major thrust of education for business. Educational preparation programs should be available not only for teachers in educational institutions but also for facilitators, designers, and developers of programs for training and development in industry.

Inclusiveness of all populations should be an important part and obligation of the business and information technology curriculum because of the economic consequences of preparation affecting both consumption and life-work decisions (PCBEE Policy Statement #57, 1995).

Program Evaluation

Previously, documenting the number of students participating in a program and what grades they earned were considered program evaluation data. Currently, however, business and information technology programs are expected to have focused goals and measurable objectives. These objectives should document not only the stakeholders but the impact the program has or has had on the stakeholders.

Standard 14 – Follow-up studies and other forms of program assessment that measure the business and information technology program against current educational and industry standards are conducted on a regular basis and recommendations are used for continual improvement.

Rationale for Standard 14

Program assessment should be a continual process within the business and information technology program. Program and course strengths and weaknesses need to be assessed so revision and improvement can be made. The assessment process provides information vital in determining the extent to which program goals and objectives are being met.

Data should facilitate decision-making leading to the improvement of teaching and learning. Data related to student achievement, behaviors, demographics, programs, and staff perceptions should be the basis for identifying areas of excellence and areas of need. The business educator should utilize this data when considering program changes or revisions (WINNS, 2004).

Quality Schools

A quality school has a vision with articulated statements of goals, principles, and expectations for the entire learning community. The business educator will carry through that vision in his/her program. Evidence of success can be found in the data related to student achievement, behaviors, and perceptions (WINNS, 2004).

Standard 15 – The business educator is proactive, working with others to form policy and practices that enhance the school environment and improve student achievement.

Standard 16 – The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on opening dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.

Rationale for Standards 15 and 16

Quality schools are dynamic places with high expectations for everyone. Effective improvements happen through careful planning and are built around goals that educators, parents, and other community members know and support.

Business educators must collaborate with a variety of different groups if indeed they are to make a difference. It is the combined efforts of all stakeholders that can contribute towards the creation of a quality school and a quality business and information technology program.

Parent and Community Involvement

Family and community participation in the schools recognizes the important role that families, communities, and schools play in helping all children succeed in school and in life. These stakeholders need to be welcomed and respected for their contributions. A business educator will create a program that is geared to the diverse needs of families and particular conditions of each school, while building upon strengths within the family, the school, and the community.

Standard 17 – The business and information technology program reflects the needs of the community through councils that include community members with business and education experience.

Rationale for Standard 17

Partners bring their own strengths, skills, perspectives and knowledge to the educational process, and they all need to be welcomed and respected for their contributions.

Parents are their children's first and most influential teachers. Research clearly shows that families are important for children's learning, healthy development, and school success. When families are engaged in their children's learning, not only do children do better but the school also becomes a better place for all children to learn. Research shows that schools are most effective at ensuring all children perform well in school when they make strong, continuous efforts to work with children's families (WINNS, 2004).

Advisory councils are essential and can be utilized to provide direction or advice on current business/industry job needs. Developing a progressive and actively interested council is a worthwhile

endeavor. It can play a significant role in providing meaningful and effective educational experiences to high school students.

A function of education is to prepare individuals for the world of work. People in non-education work situations should be utilized in planning and evaluating career/job preparation courses. The members of an advisory council should be a cross section of business/industry representatives who can provide information and assistance in promoting, expanding, and evaluating educational programs. An advisory council can be an integral part of a business/industry/education liaison. To develop and improve quality educational programs is highly dependent on maintaining a close working relationship with business/industry (A Guide to Curriculum Planning in Business Education, 1987).

Successful education requires collaboration. Participants in collaborative learning communities may include educators, learners, parents, administrators, employers, community members, governmental representatives, and professional association members. With expertise in business, technology, and education, business educators provide a work world context for collaboration. Business educators are in a unique position to provide a bridge among collaborative partners. Business educators collaborate by

- seeking input and support from constituents who have the resources and capabilities to influence and enrich learning experiences,
- planning, initiating, and nurturing collaborative learning environments,
- maximizing appropriate technology usage,
- promoting assigned planning time to develop interdisciplinary activities, and
- implementing articulated curriculum (PCBEE Policy Statement #68, 2001).

Standards-Based Work-Based Learning

Business and information technology programs should provide opportunities for real-world learning experiences for all students. These experiences should reinforce high academic standards which provide authentic contexts where students can apply content learned.

Standard 18 – The business and information technology program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.

Standard 19 – The operation of the business and information technology program is in compliance with all state and federal laws and regulations.

Rationale for Standards 18 and 19

Changes continue to occur in the global economy. Businesses depend on a qualified and well-trained work force. Students should be provided with skills and competencies needed to fill a variety of positions in business. Training programs must be in place to coincide with occupational changes (A Guide to Curriculum Planning in Business Education, 1987).

Greater student participation in the workplace can improve student preparation in the world of work. Both business and educational personnel agree that the workplace offers students experiences they will probably not find in a school setting alone. Work-based learning experiences expose students to

different types of jobs and help students learn and apply skills necessary to the working world. Concurrently, these experiences give students the opportunity to acquire attitudes, skills, and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs. All of these activities are aimed at the infusion of workplace experiences into the academic environment to assist students in developing work behaviors that will make them more employable. Further, these activities provide workplace and academic experiences to assist them in becoming responsible, cooperative, and active members of the community (Wisconsin Work-Based Learning Guide, 2003).

Through work-site learning, students have the opportunity to apply and extend knowledge, skills and abilities in an actual workplace setting. Business educators coordinate new experiences through internships, apprenticeships, cooperative work experiences, and externships (PCBEE Policy Statement #61, 1997).

Resources

It is essential that the business and information technology program has access to the resources necessary for program implementation.

Standard 20 – The facilities, equipment, technology, and operating budget support the vision and mission of the business and information technology program.

Rationale for Standard 20

Business educators must be aware of district and community resources that support and enhance business and information technology instruction. Potential resources should be screened and evaluated for possible use, and the community should not be overlooked as an extended resource for student learning.

In addition, business educators should make greater use of multimedia computing, local and worldwide networks, and interactive systems in the instructional process. Business educators should become full participants in the use of interactive communications linking electronic classrooms, businesses, and homes throughout the world.

Electronic learning sites located in homes and offices should augment instruction in traditional classrooms. Instruction should include the use of technologies such as distance learning, computer-assisted learning, and computer-directed learning to engage students in business and information technology (PBCEE Policy Statement #57, 1995).

The following pages include the Program Self-Evaluation, Improvement, and Goal-Setting Tool. Each of the 20 standards and corresponding quality indicators are provided in a table with columns provided for measurement. Following the Program Self-Evaluation, Improvement, and Goal-Setting Tool are checklists of ideas for documented evidence.

Standards for Quality in Business and Information Technology Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
Quality Educator						
Standard 1 The business educator is highly qualified and appropriately certified to teach all corresponding business and information technology courses within a business and information technology program.						
1.1 The business educator has on file a current teaching certificate.						
1.2 The business educator maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.						
1.3 The business educator renews teaching certification based on DPI requirements.						
1.4 The business educator is trained in supervision of work-based learning.						
1.5 The business educator holds relevant industry certifications.						
Standard 2 The business educator is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.						
2.1 The business educator is clear to his/her students about what is to be learned and why.						
2.2 The business educator regularly participates in business-related work experiences as a way of bringing back valid examples to the classroom.						
Standard 3 The business educator has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.						
3.1 The business educator prepares and follows a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards.						
3.2 The business educator focuses professional development in areas of most need.						
3.3 The business educator participates in technical and professional development activities to update content knowledge, skills, and pedagogy.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
3.4	The business educator participates in teacher job shadows, externships, and courses related to assigned teaching areas.						
3.5	The business educator maintains membership in and participates in professional organizations at the local, regional, state, and national levels.						
3.6	The business educator participates in training and staff development in effective teaching/learning strategies for diverse and special populations.						
3.7	The business educator critically examines his/her own practice, and continues to learn throughout his/her career.						
Program Planning							
Standard 4							
The business and information technology program has a vision and mission statement that is in alignment with state and national business and information technology mission statements as well as the school district's mission and vision.							
4.1	The vision and mission statement include the purpose and goals established for the program area.						
4.2	The vision and mission statement reflect the needs of all students, the labor market, and the community.						
4.3	The business educator reviews and makes appropriate modifications of the program goals to reflect current conditions with input from students, parents, and community representatives.						
4.4	The business educator uses the mission of business and information technology to direct the business and information technology program.						
4.5	The business educator plans program improvement through needs assessment, labor market trends, graduate follow-up studies, parents, employers, etc.						
Standard 5							
The business content offered is in alignment with the Wisconsin Model Academic Standards for Business and local benchmarks, and incorporates the Academic Standards for English Language Arts, Mathematics, Science, and Social Studies.							
5.1	A written comprehensive curriculum, formally adopted by the board, is used.						
5.2	The business content meets applicable local and state standards.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
B-15	5.3 The business educator evaluates and revises curriculum on an ongoing basis to incorporate best practices and the state curriculum framework.						
	5.4 The business educator plans and sequences courses of study with clearly defined instructional objectives.						
	5.5 The program content and structure covers the business and information technology curriculum model.						
	5.6 Curricula and instructional strategies have been developed which integrate academic and vocational competencies.						
	5.7 The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.						
	Standard 6 A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations.						
	6.1 The business and information technology program offers opportunities for students to participate in career exploration activities.						
	6.2 All students participate in at least one school-supervised work-based learning experience.						
	6.3 Students are enrolled in both a related class and supervised employment simultaneously; the business educator provides standards-based classroom instruction and workplace supervision.						
	6.4 Work-based curriculum is driven by industry-determined standards and competencies.						
	6.5 Work-based learning opportunities include, but are not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, youth apprenticeships, etc.						
	6.6 CTE student organization activities provide students with opportunities to participate in leadership development, community service, and volunteer activities.						
	6.7 The business educator provides employer mentor training to enhance students' success in work-based learning.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
Curriculum, Instruction, & Student Assessment						
Standard 7 The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.						
7.1 All students have opportunities for full participation and equal access, without discrimination, to the entire spectrum of business and information technology programs and services.						
7.2 The business educator accommodates individual student needs with consideration of student abilities based on diagnostic information.						
7.3 The business educator uses alternative delivery systems and provides multiple opportunities for student success; instructional materials and strategies are tailored to a variety of learning styles and needs.						
7.4 Efforts to attract and accommodate diverse and special populations are continuous and ongoing.						
7.5 Diverse and special populations are provided the necessary support services to be successful in the curricula.						
7.6 Curricula are developmentally appropriate and gender and culturally neutral.						
7.7 Courses offered are based on enrollment trends, student interest surveys, and employment needs.						
7.8 Course offerings reflect current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and specialized training.						
Standard 8 The business and information technology program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.						
8.1 Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space, and equipment.						
8.2 The business educator is provided adequate time to develop training sites/opportunities and plans with business and industry.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
8.3	The business educator has adequate supervision time in his/her schedule based on the number of students participating in the supervised business experience component.						
8.4	The business educator defines high expectations for teaching and student learning.						
8.5	Attendance by students and staff is high.						
8.6	All students are given the opportunity to succeed in school.						
8.7	The classroom is orderly; standards of conduct and safety expectations are clearly described to students and parents and enforced consistently.						
8.8	Classroom organization provides for optimum use of instructional time, equipment, and resources.						
Standard 9 The Career and Technical Student Organization, Future Business Leaders of America (FBLA), is co-curricular and a valued integral component of the program.							
9.1	Students in grades 7-12 have the opportunity to participate in FBLA activities at the local, regional, state, and national levels.						
9.2	FBLA is under the supervision of a business educator.						
9.3	The administration provides recognition and support for FBLA.						
9.4	Resources are provided for students and the business educator to participate in FBLA activities.						
9.5	A program of activities, supporting achievement of curriculum competencies, is developed annually by students and the business educator and is based upon the goals, objectives, and curriculum of the program.						
9.6	Students gain leadership skills, team building skills, employability skills, interpersonal skills; opportunities for service learning and volunteerism are provided.						
Standard 10 Career guidance and counseling are a part of the curriculum, emphasizing educational options.							
10.1	Educational/vocational information resources are readily available to students.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
10.2	The counseling staff provides classroom instruction on career development topics.						
10.3	Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community.						
10.4	The career information provided reflects current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and post-secondary training.						
10.5	Career guidance and counseling includes career awareness, self-assessment, and world of work.						
10.6	All students that enroll in a business program receive an assessment of their interests, abilities, and individual needs with respect to successfully completing the CTE program.						
Standard 11 Standards-related classroom assessments are integrated with curriculum instruction to promote meaningful learning and student accountability.							
11.1	Program and/or course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.						
11.2	Assessments reflect the local and/or state standards.						
11.3	All students have an opportunity to learn the content.						
11.4	Assessments are free from bias or offensive references; there is consistency of scoring.						
11.5	Assessment mastery levels are appropriate for students.						
11.6	Students' progress is analyzed on a regular basis.						
11.7	Feedback is given and students' mistakes are corrected; more instruction is provided to students who need help.						
11.8	Performance measures and standards have been identified for every course offered in the program.						
Standard 12 The instructional program is aligned at the secondary level with post secondary institutions and articulated through various credit and advanced placement options.							
12.1	A 7-14 scope and sequence is in place.						

Standards for Quality in Business and Information Technology Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
12.2	Strategies for networking with post-secondary institutions provide an opportunity to exchange ideas with the district.						
12.3	Articulation agreements have been implemented with post-secondary institutions and/or with other community resources, where applicable.						
Standard 13 A business and information technology program is offered at the middle school level with exploratory experiences and skill building.							
13.1	The business and information technology program is regularly articulated between the elementary, middle school, and high school levels to ensure continuity of learning.						
13.2	Sequencing of courses is appropriate (the order in which topics are presented in the classroom or the ordering of courses available to students).						
Program Evaluation							
Standard 14 Follow up studies and other forms of program assessment that measure the business and information technology program against current educational and industry standards are conducted on a regular basis and recommendations are used for continual improvement.							
14.1	The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.						
14.2	Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.						
14.3	Assessment includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general.						
14.4	A long-range plan for program improvement has been developed based on evaluation.						
14.5	Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.						
14.6	Strategies guide how the results of follow-up studies will be used for decision-making and planning.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
14.7	The business educator and instructional staff meet regularly to review data and develop techniques and plans to support program improvement.						
Quality Schools							
Standard 15 The business educator is proactive, working with others to form policy and practices that enhance the school environment and improve student achievement.							
15.1	The business educator collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum.						
15.2	The business educator collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population.						
15.3	The business educator collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner.						
15.4	The business educator collaborates with colleagues from other disciplines to encourage student integrative thinking/learning and cooperate in reducing the achievement gap.						
15.5	The business educator collaborates with district and school leadership to offer comprehensive, standards-related business programming.						
15.6	The business educator promotes partnerships between schools and public and private non-profit agencies.						
15.7	The business educator does not work in isolation; he/she learns from and collaborates with others, including students, colleagues, parents, and the community.						
Standard 16 The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.							
16.1	A written plan provides guidance for providing information to various groups.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
16.2	The business educator maintains open communications with local media and school district public information staff.						
16.3	The business educator participates in local community organizations and activities.						
16.4	The school disseminates information about school programs and practices in a variety of ways (e.g. newsletters and parent groups).						
Parent and Community Involvement							
Standard 17							
The business and information technology program reflects the needs of the community through councils that include community members with business and education experience.							
17.1	An advisory committee has been established and is active.						
17.2	Community partnerships are utilized as resources to assist in program improvement.						
17.3	Local businesses provide work sites for work-based learning opportunities.						
17.4	Strategies are included for generating, maintaining, and strengthening family and community involvement.						
Standards-Based, Work-Based Learning							
Standard 18							
The business and information technology program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.							
18.1	Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.						
18.2	Training stations are appropriate for the business program; the business educator closely screens and approves training stations.						
18.3	There is a written training agreement between the school and the training sponsor on file for each student.						
18.4	The business educator provides frequent supervision at the training station.						
18.5	There is evidence that the supervised business experience component of the program has the support of counselors, administrators, and business.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
Standard 19 The operation of the business and information technology program is in compliance with all state and federal laws and regulations.						
19.1 Child labor laws are strictly enforced.						
19.2 Proper documentation shows that business complies with state and federal labor laws and industry regulations for students in work-based learning experiences.						
Resources						
Standard 20 The facilities, equipment, technology, and operating budget support the vision and mission of the business and information technology program.						
20.1 Resources in the community are used to enrich the curriculum.						
20.2 Procedures are in place for the periodic updating and replacement of instructional materials.						
20.3 Equipment is in good repair and proper working order; there are procedures for reporting and requesting repairs, and repairs are made promptly.						
20.4 The business educator provides input for determining the program budget; An established budget is designated for the purchase and/or replacement of equipment and software that are representative of those used in business and industry.						
20.5 An inventory of equipment is maintained for the program.						
20.6 The program is housed in appropriate facilities.						
20.7 All observed safety and emergency devices are in place and operational; staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.						
20.8 A district-wide technology plan is in place that is periodically revised and that provides strategies to address curriculum/technology updates, instructional materials, equipment and supplies acquisition, budget development, and advisory committee utilization.						

Documented Evidence

The following tables provide checklists of items to help the business and information technology teacher supply documented evidence for each of the standards and quality indicators of the program self-evaluation.

Category: Quality Educator	
	Hold 250/251 Business Education license (comprehensive license, PK-12)
	Hold 281 Vocational License
	Obtain and update relevant industry certifications/training such as MOS, A+, Cisco, etc.
	Participate as an active member in state/national associations such as WBEA, NBEA, WACTE, ACTE, WEA
	Conduct annual review and goal setting
	Present at conferences
	Maintain a professional development plan on file
	Contribute to professional publications
	Participate on school improvement teams
	Provide leadership in professional organizations
	Participate in continuing education beyond license renewal
	Coordinate multi- and interdisciplinary learning initiatives
	Prepare written, self-mentoring plan
	Serve as a cooperating teacher
	Write and obtain grants
	Supervise practicum students
	Conduct educational/teacher research
	Serve on statewide/regional education committees
	Collaborate in projects with external partners
	Pilot new programs and projects
	Mentor initial educators
	Participate in local/state/national curriculum development
	Serve in role for extra-curricular leadership
	Contribute voluntary leadership in the school/department
	Provide leadership in staff development: planning/delivery
	Formulate partnerships and collaborate with community agencies
	Facilitate learning in as faculty for adult education/technical college/university
	Develop and obtain resources
	Develop and coordinate program
	Write and submit news stories to local media about program and student achievement
	Communicate with local, state and national legislators
	Participate in community activities/promotions
	Display student work in public settings

Documented Evidence (continued)

Category: Program Planning	
	Develop curriculum plan based on state guidelines to curriculum planning
	Collaborate on curriculum projects
	Participate on school/district planning team
	Visit and partake in conversations with other districts to evaluate/develop programs
	Align local academic standards with state and national BIT standards
	Collaborate with postsecondary institutions
	Utilize community and business partners in program development
	Conduct ongoing evaluation-planning for program improvement and revision
	Conduct follow-up surveys
	Balance course offerings to prepare students for role of business citizen
	Maintain an active FBLA program
	Strive for vertical articulation in K-12 curriculum planning
	Participate in elementary education through direct teaching, team teaching, and collaboration
	Implement current research-based initiatives and practices such as service learning, peer education, problem/project-based learning, authentic instruction and assessment, interdisciplinary projects, applied academic programs, brain-based learning

Category: Curriculum, Instruction, and Student Assessment	
	Include problem-based units of study in curriculum
	Integrate FBLA Business Achievement Awards into curriculum units
	Create and implement multi- or interdisciplinary units
	Participate in development and implementation of Education for Employment plan
	Develop and implement applied academic units
	Articulate courses with post-secondary institutions
	Use classroom examples that demonstrate and recognize the importance of cultural diversity
	Include youth leadership and peer education activities
	Include diverse student populations, e.g., special education, non-traditional, gender, ethnicity, race, school-aged parents
	Use non-biased classroom resources such as textbooks, artwork, posters, videos, speakers
	Post expectations for respectful student behavior
	Adhere to ADA requirements in classroom
	Use multiple, alternative student assessment tools
	Expect ethical principles and behaviors in class from students
	Prepare written curriculum plan
	Define progression toward achievement of model standards through benchmarks
	Use training agreement and plan to integrate academic and skill standards
	Process career & work-related dilemmas and work-based experiences in classroom
	Conduct on-going work-place reviews-evaluations
	Provide work-place mentor training
	Teach to multiple learning styles and use developmentally appropriate curriculum units

Documented Evidence (continued)

Category: Curriculum, Instruction, and Student Assessment (continued)	
	Include problem-based learning experiences, cooperative learning, multi- and interdisciplinary approaches, service-learning, youth leadership, technology integration, and self-reflection
	Encourage critical and creative thinking through the use of analogies, practical reasoning, imagining, perspective-taking, developing and testing hypotheses, and transferring learning to new contexts
	Use powerful teaching strategies of varying structure such as inductive/ deductive models of teaching, case studies, student presentations/ demonstration, community-based learning, etc.
	Differentiate curriculum to challenge students at multiple ability levels
	Develop classroom norms and procedures with student input
	Set, communicate, and enforce appropriate behavioral standards are with logical consequences
	Model respect for diversity and human dignity
	Encourage student sense of safety and expressing ideas and feelings
	Conduct student written evaluations of classroom climate and environment
	Hold high expectations, encourage students to do well, and promote process as well as content
	Use assessment tools with standardized scoring rubrics
	Provide opportunities for student for self-reflection and peer assessment
	Implement authentic, performance-based assessment devices and tools, e.g., portfolios, student presentations and demonstrations, anecdotal records, inventories, observations, surveys, action study/ research, interviews
	Establish criteria and develop rubrics for assessment with student input

Category: Program Evaluation	
	Plan for ongoing program evaluation in place
	Update curriculum, instructional, facility, and staffing based on results of ongoing program evaluations to improve the program
	Use <i>WI Standards for a Quality Programs in BIT</i> as framework for periodic self-assessments and planning
	Conduct graduate and employer follow-up studies
	Present evaluation results to appropriate audiences such as administration, guidance, school board, parents, students, community partners
	Write grants for funds to address program areas that need improvement
	Prepare budget and opportunity-cost analyses

Documented Evidence (continued)

Category: Quality Schools	
	Maintain appropriate class size for laboratory and classroom activities
	Document participation of special populations, e.g., gender, ethnicity, EEN, race, school-aged parents, ESL, ADA, economically disadvantaged, & GT
	Document committee work with stakeholders on career education, personal finance, work-based learning, information technology
	Represent BIT on decision-making teams in the school and district
	Participate on integrated and applied instructional teams
	Participate actively in mission/vision development and strategic planning
	Attend professional meetings and conferences to network
	Serve as a mentor
	Supervise student teachers
	Attend and present at state, school board, district, and school committee meetings
	Network informally with administrators, school board members, colleagues, community members
	Share practical reasoning expertise to frame decisions regarding reform
	Present at staff inservice

Category: Parent and Community Involvement	
	Utilize community resources for classroom speakers, advisory boards, field trips, job shadowing, mentors, FBLA co-curricular activities
	Engage in internships/externships
	Participate in civic organizations
	Maintain diverse makeup of advisory committee representative of community
	Prepare advisory committee minutes
	Obtain advisory committee support and resources
	Provide services to and seek services from parents and other community members and organizations
	Consider and implement advisory committee recommendations
	Develop partnerships with other educational institutions
	Reflect advisory committee recommendations in curriculum and facilities
	Implement community service/service-learning projects

Documented Evidence (continued)

Category: Resources	
	Maintain universal accessibility checklist for facilities
	Conduct regular maintenance checklists used to ensure that maintenance is completed
	Develop scheduled replacement plan for technology and equipment
	Prepare and analyze department budget
	Participate in FBLA budget preparation and fundraising activities
	Maintain resource management plan
	Conduct budget and opportunity-cost analyses
	Participate in annual review of student handbook, faculty handbook, and district policies
	Follow training agreements and <i>Rules and Regulations</i> for work-based learning
	Follow child labor laws for work-based learning programs
	Demonstrate fairness in classroom practices such as discipline strategies and techniques
	Follow policies and procedures for field trips and student transportation
	Follow policy on confidentiality of records
	Follow policy on reporting child abuse, sexual activity of minors, health concerns
	Follow statute and policies related to ensuring equity and diversity
	Follow employee work rules

Utilization of Evaluation Findings

After completing a program evaluation, business teachers should analyze and interpret findings, set priorities, implement changes, and monitor impacts that occur. These changes may be implemented as part of individual professional development, program enhancement, budget priorities, Carl Perkins planning, and other district initiatives. The program evaluation provides a basis for identifying the strengths and challenges for the business and information technology program. This information then should lead to the development of objectives and action plans and activities resulting in program improvement. A sample of an individual professional development plan and a program improvement plan are provided.

Individual Professional Development

The following is an excerpt from the Professional Development Plan (PDP) for Wisconsin Educators under PI-34 teacher licensing. Portions of a PDP are shown to illustrate how the Business and Information Technology Program Self-Evaluation can be used to help define goals and objectives as part of individual professional development.

In Sample A, a teacher has completed the Business and Information Technology Program Self-Evaluation and identified two quality indicators under Standard 7 --*The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices*--as "Needs Attention" or "Developing." The teacher utilizes this information as the basis of his/her professional development plan goals.

Sample A – PDP for Business and Information Technology Teacher

~Writing the Plan: Components~

Description of the Goal/Standards to be Addressed

Number of Goals: 1

To improve my knowledge of enrollment trends, student interests, and emerging occupations which will impact decisions on course offerings and course content.

Review Checklist for Description of the Goal/Standards

PDP Component	Educator		PDP Team		Comments By Team Members
	Yes	No	Yes	No	
Description of the Goal(s)	X				
• Is your goal relevant to your self-reflection?	X				
• Is your goal verifiable?	X				
• Will the goal impact your professional growth?	X				
• Will completion of this goal affect student learning?	X				

Sample A – PDP for Business and Information Technology Teacher

Rationale for the Goal

1. Self reflection
2. School and teaching/administrative/pupil service situation
3. Licensure standards to be addressed

It is our district's policy to review curriculum and course offerings on a five-year review cycle. Since our last review, the Business and Information Technology Department has experienced a decline in enrollment. We have gone from four full-time business teachers to three full-time teachers. My self-reflection supported my need to learn more about enrollment trends, student trends, and emerging occupations to update the business and information technology curriculum. Previously, course offerings have been primarily determined by teacher interest and past practice. Based on findings from the Program Self-Evaluation Improvement and Goal-Setting Tool, I realize I need to take into account these trends when designing course curriculum. My goal addresses the WI Teacher Standards #1 and #7.

Review Checklist for Rationale for the Goal

PDP Component	Educator		PDP Team		Comments By Team Members
	Yes	No	Yes	No	
Rationale for the Goal					
Does the plan describe the link to:	X				
• Your self-reflection?					
• School/teaching/administrative/pupil services situation?	X				
• Two or more Wisconsin Educator Standards as described in PI 34?	X				

Plan for Assessment/Documentation of Achieving the Goal Through Your Professional Growth

I will use local enrollment trends to assess impact of modifications to course offerings. I will conduct pre- and post-course surveys to analyze student reactions to updated course content and offerings. I will conduct post-graduate surveys to determine if information provided in the business and information technology courses regarding emerging occupations provided adequate preparation and skill training. I will assess my professional growth through my reflection notes, observation notes from department members, and ability to teach current content with emerging technologies. I will assess professional growth and program improvement by showing growth on the Business and Information Technology Program Self-Evaluation Improvement and Goal-Setting Tool.

Review Checklist for Plan for Assessment/Documentation

PDP Component	Educator		PDP Team		Comments By Team Members
	Yes	No	Yes	No	
Plan for Assessment/Documentation of Achieving the Goal					
• Does the plan include methods to assess your professional growth?					

Sample A – PDP for Business and Information Technology Teacher

Plan to Meet the Goal: Objectives, Activities & Timelines, and Collaboration

1. Yearly objectives
2. Description of activities and timelines
3. Collaboration

Objective 1: I will gather research on enrollment trends, student interests, and emerging occupations in order to plan curriculum changes.

Activities	Timelines	Collaboration	Date Completed
I will collect state enrollment data (DPI Course Offerings Report) for business and information technology programs.	June, Year 2	I will gather this data from the DPI Business and Information Technology Consultant	
I will collect local enrollment data (VEERS, class lists, articulation reports, etc.) for the business and information technology program	June, Year 2	I will gather this data from our counseling department	
I will develop a student interest survey	July, Year 2	I will work with the counseling department and curriculum coordinator to develop this survey	
I will conduct the student interest survey for students in grades 8-12	September, Year 2	I will work with staff teachers to help distribute and collect the surveys	
I will read current business literature to identify emerging occupations	Year 2	I will confer with library media specialist on best sources of information for emerging occupations	
I will interview local business representatives to obtain business perspective on emerging business occupations	Year 2	I will meet with local Chamber of Commerce and local business leaders to identify key business partners	
I will compile, analyze, and interpret all data collected to use as basis for decision making	May, Year 2	I will work with curriculum coordinator, administration, and department members	

Sample A – PDP for Business and Information Technology Teacher

Objective 2: I will use research gathered to recommend, develop, and implement curriculum changes.

Activities	Timelines	Collaboration	Date Completed
I will participate in a BIT department meeting to distribute and discuss data analysis with team members	August, Year 3	I will meet with curriculum coordinator and BIT department team members	
I will help to write a BIT curriculum program proposal to be presented to the school board	September-October, Year 3	I will work with curriculum coordinator, BIT department team members, and BIT educators in Wisconsin	
I will help to present the BIT curriculum program proposal to the school board	October, Year 3	I will collaborate with the curriculum coordinator, BIT department team members, school board, and administration	
I will help to develop curriculum changes, including instructional units and new courses	November-June, Year 3	I will work with curriculum coordinator, BIT department team members, and BIT educators in Wisconsin	
I will implement changes in instructional units and new courses in my teaching assignment	Year 4 Year 5	I will work with curriculum coordinator and BIT department team members	

Objective 3: I will gather data from students who have graduated and completed business and information technology courses to determine the impact of curriculum changes.

Activities	Timelines	Collaboration	Date Completed
I will develop a post-graduate survey	Year 4	I will work with the counseling department and curriculum coordinator to develop this survey	
I will conduct a post-graduate survey	April, Year 5	I will work with past graduates and counseling department to obtain mailing information	
I will analyze data from returned post-graduate surveys	June, Year 5	I will work with curriculum coordinator, administration, and department members	

Sample A – PDP for Business and Information Technology Teacher

Annual Review

- A. Reflection
- B. Revision

Reflection	Revision
<p>Year Two:</p> <p>Although I was able to gather all data I had planned to gather during this year, it was more difficult than I anticipated. Local enrollment data from past years for the BIT program is not saved and I needed to manually review student records to obtain this data. It was very helpful to put the compiled data into a spreadsheet to manipulate data to develop different charts to easily view different trends. I found the results interesting in that the steady decline in enrollment was primarily in courses where little technology is used. This is also consistent with the state enrollment data.</p>	<p>Year Two:</p> <p>Change #1: I will continue to collect data for Years 3, 4, and 5 to track enrollment student interest, and emerging occupation trends.</p> <p>Change #2: I will participate in curriculum exchange opportunity with BIT teachers across the state – July, Year 2.</p>

Program Improvement Plan

The purpose of the Program Self-Evaluation Improvement and Goal-Setting Tool is to determine the effectiveness of the BIT program and initiatives in relation to student needs as well as to determine the strengths and challenges of the program. Another use of the results from the program self-evaluation may be to create a program improvement plan for the local district to ensure quality business and information technology opportunities. While there are many formats and styles, components of program improvement plans are similar.

In Sample B, the BIT department of a local district has completed the Business and Information Technology Program Self-Evaluation. Based on the results of this self-evaluation, the BIT department has prepared numerous program improvement recommendations to be implemented over a period of several years. Sample B illustrates how the BIT department could address two of the quality indicators that were identified as “Needs Attention” or “Developing.”

The sample program improvement plan addresses one quality indicator under Standard 6--*A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations* and one quality indicator under Standard 16--*The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning program.*

Sample B – Program Improvement Plan for Business and Information Technology Program

Measurable objective: Plan and implement employer mentor training

Objective #1

How objective will be measured: One hundred percent of business mentors successfully complete mentor training program

Standard/ Indicator	Action to be taken	Needed Resources	Person Responsible	Start Date	Completion Date
Standard 6, Indicator 6.7	Write grant for Carl Perkins 10% funding for mentor training and implementation of skills certified co-op	LVEC, Carl Perkins training, grant writing workshop	CTE staff	January, Year 1	March, Year 1
	Investigate best practice for mentor training	Mentoring Youth for Success, DPI 1999	CTE staff	June, Year 2	July, Year 2
	Develop mentor training program	Mentoring Youth for Success, DPI 1999	CTE staff, business partners with past experience	July, Year 2	August, Year 2
	Facilitate mentor training program	Training room, computer/LCD, refreshments	CTE staff, business partners with past experience	September, Year 2	September, Year 2
	Conduct follow-up survey with mentors mid-year and end of year	Follow-up mentor training survey	CTE staff	January May, Year 2	February June, Year 2

Sample B – Program Improvement Plan for Business and Information Technology Program

Measurable objective: Inform the public (students, parents, businesses) about importance of key concepts taught in BIT courses. **Objective #2**

How objective will be measured: Successful distribution of BIT brochure, news releases, and electronic email newsletter to BIT students, parents, and business partners.

Standard/ Indicator	Action to be taken	Needed Resources	Person Responsible	Start Date	Completion Date
Standard 16, Indicator 16.4	Publish and distribute BIT brochure that explains the focus of teaching in BIT courses; highlight careers that courses may lead to	BIT curriculum guide; students, parents, and businesses mailing labels	BIT staff	September	Prior to course scheduling for next year
	Publish student classroom and work experiences in local newspapers and other public media	Digital photos of students in the classroom and work site	BIT staff	September	June
	Send an electronic email newsletter to students, parents, and local businesses quarterly	Electronic mail addresses of students, parents, and local businesses	BIT staff	September	June
	Present status of BIT program to school board annually	Computer/LCD, BIT brochures	BIT staff	October	October
	FBLA members present BIT overview to local community groups (Chamber of Commerce, Kiwanis, Community Club, etc.)	Meeting room, computer/LCD, BIT brochures	FBLA members	October	June

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FRAMEWORK FOR BUSINESS & INFORMATION TECHNOLOGY

Business and Information Technology Framework

The intent of this framework is to provide direction for a comprehensive business education program.

To develop and deliver a quality program, a teacher needs to combine the information from this guide with other resources. A strong instructional program includes a variety of teaching methods.

Focus Areas, Content, and Concepts

The framework is organized into four Focus Areas. Each **Focus Area** is a set of interrelated content. These Focus Areas include:

- Business Foundations
- Financial Education
- Information Systems
- Management Principles

Regardless of the size of school district, a quality business program should offer courses drawing from all four Focus Areas. Each Focus Area contains **Content** aligned with national, state, and academic standards.

To provide flexibility for local school districts, a course can be designed that incorporates Concepts from multiple Focus Areas. For example, a course in International Business is not necessarily limited to using only those Concepts from the Management Principles Focus Area. It may contain Concepts that come from any of the four Focus Areas.

Discipline: Business and Information Technology			
Focus: Business Foundations	Focus: Financial	Focus: Information Systems	Focus: Management
Content Area: Career Development	Content Area: Accounting	Content Area: Information Technology	Content Area: Business Law
Content Area: Communication	Content Area: Economics		Content Area: Entrepreneurship
Content Area: Computation	Content Area: Personal Finance		Content Area: International Business
			Content Area: Principles of Management
			Content Area: Marketing

Summary of Business and Information Technology Curriculum Framework

FOCUS: BUSINESS FOUNDATIONS	
Content Area: Career Development	
<p>Concepts: Self-Awareness; Career Awareness and Research; Career Interaction; Career Strategy; Employment Transition and Outlook; Job Acquisition; Lifelong Learning; School to Work Transition; Workplace Expectations</p>	<p>Sample Course Titles: Jobology; Exploring Business & Marketing Careers; Business Seminar; Employability Skills; Field Experience; Business Concepts; Career Preparation; Occupational Experience; Introduction to Business; Career Management; Advanced Career Placement (COOP); Business Foundations; Portfolio Preparation; Business Skill Standards; Work, Achievement; Value and Education; Business Internship; Job Search Preparation; Business Occupations; Business Occupations Trends and Issues</p>
Content Area: Communication	
<p>Concepts: Communication Foundations; Communication Strategies; Discussion; Employment Communication; Intercultural Communication; Organizational Communication; Presentation (Oral) Communication; Problem Resolution & Negotiation; Technical Reading and Writing; Technological Communication; Written Communication</p>	<p>Sample Course Titles: Business and Electronic Communications; Business English; Digital Communication Systems; Yearbook Publications; Networking and Communications; Communication Design; English for the 21st Century; Business Communication Planning & the Internet; Notetaking/SuperWrite; Business Communications</p>
Content Area: Computation	
<p>Concepts: Mathematical Operations; International Measurement; Statistics; Problem Solving; Probability; Charts & Graphs</p>	<p>Sample Course Titles: Business Math; Business Statistics; Everyday Math; Consumer Business Math</p>

Summary of Business and Information Technology Curriculum Framework (continued)

FOCUS: FINANCE	
Content Area: Accounting	
Concepts: Career Development; Communication; Computation; Accounting Principles and Cycle; Valuation of Assets, Liabilities, and Equity; Types of Businesses; Payroll; Taxation; Cost Accounting; Financial Planning and Budgeting; Technology; Partnerships	Sample Course Titles: Accounting I; Accounting II; Accounting Principles; Advanced Accounting; Automated Accounting; Computerized Accounting; Financial Accounting
Content Area: Economics	
Concepts: Career Development; Communication; Computation; Ethics; Economic Questions; Market Structures; Economic Cycle and Systems; Value of Money; Economic Indicators; Monetary and Fiscal Policy; Current Issues	Sample Course Titles: Business Economics; Economics; Economic Systems; Free Enterprise; Macroeconomics; Microeconomics; Principles of Economics
Content Area: Personal Finance	
Concepts: Career Development; Communication; Computation; Income; Consumerism; Money Management; Role of Financial Institutions; Investment Strategies; Credit Management; Risk Management; Tax Management; Information Technology	Sample Course Titles: Personal Finance; Practical Record Keeping Applications; Banking and Finance; Money & Banking; Money Management; Managing Your Financial Life; Consumer Decisions; Consumer Finance; Dollars & Sense; Financial Literacy; Financial Records Management; Money Smarts

FOCUS: INFORMATION SYSTEMS	
Content Area: Information Technology	
Concepts: Information Technology; Operating Systems; Emerging Technologies; Software Choice; Hardware Issues; Input Technologies; Word Processing; Presentation Software; Desktop Publishing; Spreadsheets; Data Management; Web Design; Image Editing; Multimedia Tools; Networking; Programming; Tech Support; Risk Management; Technology Ethics; Telecommunications; Technology Resources; Career Exploration; Communication; Computation	Sample Course Titles: Keyboarding Seminar (under 25 wpm); Adaptive Keyboarding; Technology Academy; Exploring Business Technologies; PC Maintenance; Computer Competency; Computer Certification; Information Processing; Advanced Computer Applications; Desktop Publishing; Advanced Desktop Publishing; Techno Tools and the Internet; WebPage Design & Management; Web Publishing; Advanced Web Publishing; Multimedia Presentations; Multimedia & Technology; Computer Animation; Computer Graphics; Advanced Computer Graphics/Video Editing; Networking; Project Management; E- Commerce; Computer Assisted Transcription; Introduction to Speech Recognition; Computer Input Devices; C++; Visual Basic Programming; JAVA; COBOL; A+ Computer Systems and Maintenance; Basic; Computer Science

Summary of Business and Information Technology Curriculum Framework (continued)

FOCUS: MANAGEMENT	
Content Area: Business Law	
Concepts: Legal Systems; Contract Law; Agency and Employment; Business Organization; Commercial Paper; Property Law; Criminal/Civil Law; Environmental Law; Personal Law (or Domestic Law); Computer Law; Ethics and the Law; Career Development; Communication; Computation	Sample Course Titles: Business Law; Business and Personal Law; Street Law; Principles of Law; You and the Law; Personal Law
Content Area: Entrepreneurship	
Concepts: Business Types and Organizations; Characteristics and Skills; Financing and Accounting Records; Marketing; Promotion; Management; Technology and E-Commerce; Government and Legal Issues; Global Markets; Business Plan; Career Development; Communication; Computation	Sample Course Titles: Small Business/Entrepreneurship; Entrepreneurship – Exploring Your Own Potential; Successful Small Business Techniques; Risky Business – Start Your Own Business; Small Business Development and Planning; School Store; Business Enterprise; Exploring the World of Business; General Business; Introduction to Business
Content Area: International Business	
Concepts: Foundations of International Business; Global Business Environment; Global Business Ethics; International Negotiations; E-Commerce; Organizational Structures; Trade Relations; International Management; International Marketing; International Finance; Career Development; Communication; Computation	Sample Course Titles: International Business & Marketing; International Business; Global Business; Business in Our Global Economy; International Trade
Content Area: Principles of Management	
Concepts: Business Organization; Management Functions; Management Theories; Ethics and Social Responsibility; Human Resource Management; Organized Labor; Operations Management; Financial Decision Making; Global Perspective; Industry Analysis; Technology and Information Management; Career Development; Communication; Computation	Sample Course Titles: School Store Operation; Business Management and Applications; Business Concepts; Business Management; Business Organization and Management; Records Management; Business Procedures; Technical Skills in Business; Management Principles and Procedures; Introduction to Business; General Business; Managing a Business; Small Business for Teens
Content Area: Marketing	
Concepts: Management and Entrepreneurship; Customer Service; Economics; Foundations of Marketing; Ethics; Marketing Research; Technology Integration; Competition; Marketing Planning; Financing; Career Development; Communication; Computation	Sample Course Titles: Marketing Principles; Sports Marketing; Sports & Entertainment Marketing; Fashion Merchandising; Business and Marketing; Introduction to Marketing; Marketing Fundamentals; Sales and Advertising; Introduction to Business Enterprise; Advertising, Promotion, & E-Commerce

Business Foundations

The Business Foundation strand focuses on skills every person needs to be a functional member of the work force. Fundamental to any effective business education program is instruction in oral and written communication and the application of appropriate technological tools to communicate, computation skills, and the exploration of careers.

As business continues to evolve on a global scale, business educators must integrate international and technological communication to prepare students for modern careers. Computation skills require more than just skills needed to make quantitative and precise calculations. Modern business students need to develop the ability to solve mathematical problems, analyze and interpret data, and apply sound decision making skills. Finally, profound business and economic changes have placed increasing importance on lifelong learning and the ability to adapt to the changing job market. A sound business program prepares students to make wise career transitions and continuously learn new skills.

Communication Content Area Trends

- Cell Phones
- Web Conferencing
- Email Etiquette

Computation Content Area Trends

- PDAs
- Graphing Calculators

Careers Content Area Trends

- Wisconsin Career Assessment
- Wisconsin Education for Employment Plan
- Job shadowing
- Career exploration
- Wisconsin Skill Standards Cooperative Education Program

Content Area: Career Development

Discipline: Business and Information Technology
Focus: Business Foundations

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Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Self-Awareness: Assess personal skills, abilities, strengths and weaknesses, interests and aptitudes related to career development.	Section I	K.8.1, K.8.2, K.8.3, K.8.4, K.12.1, K.12.2, K.BS.1	
Career Awareness and Research: Use career resources to explore a variety of domestic and global occupational opportunities including qualifications, outlook, trends, education requirements, salary, etc.	Section II	K.8.8, K.8.9, K.12.6, K.12.14	LA C.8.1
Career Interaction: Participate in community service activities, as well as extracurricular opportunities, and describe how skills and attitudes learned can affect success on the job.	Section III - A Section V - A	K.12.9, K.12.10, K.BS.9	
Career Strategy: Utilize assessments to relate personal characteristics and interests to school and career opportunities; build a set of realistic personal and professional goals and create an individual career plan.	Section IV	K.8.6, K.8.7, K.12.1, K.12.4, K.12.7, K.BS.5	
Employment Transitions and Outlook: Explore transferable competencies and skills related to career options; examine effects of job changes and employment trends.	Section III - E	K.8.4, K.12.6, K.12.14, K.BS.3	
Job Acquisition: Develop appropriate employment documents (letter of application, resume, etc.) and participate in an interview process.	Section V - B, C Communication Section IV	K.12.12, K.12.13, A.BS.13	
Lifelong Learning: Compare and contrast formal and informal learning experiences and the discuss the importance of lifelong learning for career success.	Section III - E	K.8.11, K.12.5, K.12.8, K.BS.6	
School to Work Transition: Participate in a work-based learning experience (job shadowing, mentoring, internships, cooperative education experiences, or volunteer experiences).	Section V - A	K.12.9, K.12.10, K.BS.9	
Workplace Expectations: Discuss employer expectations, professional image, workplace ethics, and the effects of positive and negative attitudes in the workplace.	Section III Communication Section II - A	K.8.11, K.8.12, K.8.13, K.12.11, J.BS.5, J.BS.7, J.BS.9	

Sample Course
Content Area: Career Development

TITLE: Career Survey (Business Procedures/Employability Skills)		
DESCRIPTION: This course is designed to prepare the student for successful employment in any position. Topics covered include careers, setting goals, your skills and attributes, employment forms and preparation, payroll and benefits, tax preparation, work attitudes, and communication skills.		
CONCEPTS COVERED	ASSESSMENTS/ ACTIVITIES	WI STANDARDS
Unit 1 Exploring Career Opportunities <ul style="list-style-type: none"> • Explain why people work? • Identify keys to workplace success. • Explain how the global economy makes businesses more competitive. • List your promotable abilities and determine the best method to communicate those traits. • Identify appropriate training to accomplish career goals. • Evaluate various career clusters identifying values, responsibilities, environment, hours, training, benefits, abilities, outlook, and aptitudes. • Describe employment trends in the workplace. • Identify the dangers of limiting your career opportunities to only those you have heard about or trained for. • Explain the consequences that may result from settling on a career that conflicts with your values. 	<ul style="list-style-type: none"> • MBTI assessment • Venn Diagram • Holland Code • Oral presentation • Written presentation • Community service • Interest inventories • Exploratory interview • Internet research • Exams 	Business: K.12.1, K.12.2, K.12.3, K.12.6, K.12.8, K.12.10, K.12.11, K.12.14
Unit 2 Managing Your Career <ul style="list-style-type: none"> • Explain the purpose of a resume and cover letter. • Identify and interpret the necessary sections of a resume. • Explain the purpose of a job application. • Describe the elements of an individual career plan. • Demonstrate appropriate skills in a job interview. • Explain the significance of EEO laws. • Describe the steps to secure a work permit. • Explain why employers hire people based on networking feedback. • Describe why employers give applicants skill test prior to employment. • Identify and explain key traits you would look for in a potential employee. • Explain and demonstrate techniques on how to separate yourself from other candidates in an interview. • Summarize the importance of body language during an interview. 	<ul style="list-style-type: none"> • Create a resume • Create a cover letter • Complete job applications appropriately • Create a thank you letter • Participate in mock interviews • Develop a career portfolio • Oral presentation • Written presentation 	Business: K.12.4, K.12.5, K.12.6, K.12.7, K.12.9, K.12.12, K.12.13, K.12.14, K.12.15

Sample Course (continued)

Content Area: Career Development

TITLE: Career Survey (Business Procedures/Employability Skills)

CONCEPTS COVERED	ASSESSMENTS/ ACTIVITIES	WI STANDARDS
Unit 3 Payroll and Taxes <ul style="list-style-type: none">• Evaluate different ways to be paid• Identify benefits provided during employment• Explore deductions• Demonstrate preparation of income tax form 1040EZ.• Identify and use forms W-2 and 1099-INT to prepare an income tax return.• Demonstrate preparation of a sample W-4 form.	<ul style="list-style-type: none">• Prepare form 1040EZ• Written unit project• Written unit exam	Business: C.12.8, C.12.6, C.8.4 Math: B.4.5

Content Area: Communication

Discipline: Business and Information Technology
Focus: Business Foundations

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Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Communication Foundations: Identify components of the communication process, including barriers and strategies for overcoming barriers in varied situations.	Section I	A.8.11, A.8.12, A.12.5, A.12.11	LA C.12.13, LA C.8.2
Communication Strategies: Communicate, verbally and nonverbally, in a clear, courteous, and correct manner to present a positive self image, both personally and professionally.	Section II	A.8.9, A.12.8, A.12.9, A.BS.8	LA C.8.3, LA D.12.2, LA C.12.3, LA E.12.4
Discussion: Use communication skills to assume leadership and participant roles in group discussions for various outcomes.	Section I--D Section II--B Section V--C	A.12.5, A.12.6	LA C.12.13
Employment Communication: Integrate proper communication strategies to compose, format, and edit employment correspondence (resumes, cover letters, etc.) and participate in interview sessions in the pursuit of employment.	Section IV	K.12.12, K.12.13, A.BS.13	
Intercultural Communication: Develop an awareness of the language and varying customs required for effective, sensitive communication with diverse populations.	Section I--A Level 3-4	A.8.10, A.12.11, A.12.12, G.8.3, G.12.6, G.BS.11	LA C.8.1, LA D.8.2, SS E.4.14
Organizational Communication: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics to communicate effectively with business and personal audiences.	Section V	A.12.5, A.12.12, A.12.19, A.12.20, A.BS.11	LA C.12.13
Presentation (Oral) Communication: Research, compose, and orally present information for a variety of situations utilizing appropriate technology and presentation techniques.	Section I--A	A.BS.5	LA C.12.1, LA E.12.3
Problem Resolution & Negotiation: Apply the negotiation strategies (roles, behaviors, and process) for effective problem resolution.	Section IV--A	A.12.12, A.12.13, A.BS.10	
Technical Reading and Writing: Follow and interpret directions, graphs, charts and diagrams. Develop communications using appropriate directions, graphs, charts, and diagrams for diverse audiences.	Section I--B	A.8.5, A.12.1, A.12.2, A.12.3, A.BS.1, A.BS.3	LA B.12.1, LA B.12.2, LA B.12.3, LA E.12.1, LA F.12.1, LA F.1.1
Technological Communication: Use technology to enhance the effectiveness of communication, identifying appropriate and non-biased resources. Utilize emerging technologies in the communication process.	Section III	A.12.1, B.8.12, B.12.1,	LA B.12.1, LA F.12.1, F.8.1
Written Communication: Use a variety of references and resources (electronic and printed) for the purpose of writing business and personal documents; including properly developed reference citations.	Section I--C	A.8.1, A.8.2, A.8.3, A.12.1	LA B.8.1, LA B.8.2, LA F.8.1, LA B.12.1, LA F.12.1

Sample Course
Content Area: Communication

TITLE: Communication for Business		
DESCRIPTION: Communication for Business is a course which will benefit those going to the technical college, university, or the work-force. Its primary goals is to explore applied communications and to show the relevance of reading, writing, speaking, presenting, and listening in workplace situations. Projects, cooperative learning, computers and the Internet will be utilized during this class.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 Communication Basics <ul style="list-style-type: none"> Define communications at work Use proofreader's marks Demonstrate speaking and listening behaviors Write memos, letters, and notes in multiple formats to express, inform, request, and instruct Work as part of a team Describe elements of effective customer service 	<ul style="list-style-type: none"> Correct reports using proofreader's marks Plan a message Student records telephone announcement Student answers "live" calls Take accurate messages Visit a bank Stockbroker speaker Compare cash/credit purchases Create computerized spreadsheet for a stock portfolio, personal budget, etc. Role play customer service scenarios 	Business: A.4.1, A.12.1, A.12.7, A.12.8, A.12.10, A.12.19, A.BS.11, J.12.6, J.12.7, J.BS.4, J.BS.5, J.BS.11 Language Arts: B.4.3, B.12.1, F.12.1, F.8.1, C.12.2, C.12.3
Unit 2 Written Communications <ul style="list-style-type: none"> Write memos, letters, and notes in multiple formats to express, inform, request, and instruct Write instructions as commands Complete forms accurately and legibly Write persuasive messages 	<ul style="list-style-type: none"> Complete a literary analysis Respond appropriately to business correspondence Produce a 5-7 minute instructional video Student creates written instructions on how to use a new product Create a useable form 	Business: A.12.2, A.12.3, A.12.4, A.12.17 A.BS.3 Language Arts: B.12.1, B.12.2, B.12.3, E.12.1, F.12.1
Unit 3 Career Communications <ul style="list-style-type: none"> Explain the purpose of a resume and cover letter. Identify and interpret the necessary sections of a resume. Explain the purpose of a job application. Demonstrate appropriate skills in a job interview. Summarize the importance of body language during an interview. Participate in part of a discussion. Demonstrate effective strategies for communicating on the job 	<ul style="list-style-type: none"> Create a resume Create a cover letter Complete job applications appropriately Create a thank you letter Participate in mock interviews Develop a career portfolio Role playing "rough" situations on the job 	Business: A.12.5, A.12.6, A.12.14, A.12.15, A.12.16, A.BS.13, A.BS.14, J.12.5, K.12.4, K.12.9, K.12.12, K.12.13 Language Arts: C.12.13, C.8.3, C.12.3

Sample Course (continued)
Content Area: Communication

TITLE: Communication for Business

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 4 Professional Presentations/Oral Communications <ul style="list-style-type: none"> Analyze speeches/presentations according to verbal skills, organization and development Influence the audience with an attention getting introduction to a speech Create and balance the use of visual aides in a presentation Demonstrate the use of facial expressions, eye contact, and body language that is appropriate in a business setting Create a multimedia presentation for use in a class presentation 	<ul style="list-style-type: none"> Evaluate yourself as a speaker Deliver a speech on an acceptable topic Play “Catch Phrase” Visual Aide Grab Bag (student chooses an item and has to produce a “mini-speech” where the item could be used) Develop PowerPoint presentations Conduct an interview to get information 	Business: J.BS.2, A.BS.5, A.BS.8, A.BS.12 Language Arts: C.12.1, E.12.3, C.12.3, E.12.4

Content Area: Computation

Discipline: Business and Information Technology
Focus: Business Foundations

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Mathematical Operations: Applies basic mathematical operations to solve business problems.	Section I	C.8.4	M A.12.1, M A.12.3, M E.12.1
International Measurement: Use international standards of measurement when solving business problems.	Section IV		M D.8.2
Statistics: Analyze and interpret data using common statistical procedures including charts, tables, and graphs.	Section V	C.12.5	M B.4.5, M B.8.1,
Problem Solving: Solve problems involving whole numbers, decimals, fractions, percents, ratios, etc.	Section VI		M B.8.3, M B.8.7
Probability: Applies basic concepts of probability in business situations.	Section V		M E.12.1
Charts & Graphs: Applies graphical modeling to business problems.	Section V	C.12.5	M B.4.5, M E.2.1, M E.8.4

Sample Course
Content Area: Computation

TITLE: Business Math		
DESCRIPTION: Business Math is a one year course that emphasizes a skills based curriculum. This course will cover everyday uses of mathematics and mathematical thinking. Topics include making and saving money, checking accounts, interest and credit cards, measurement, unit pricing, tax preparation, budgeting, and the stock market. Included in the course is an intense review of the arithmetic skills needed to succeed in the business world.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 Personal Financial Affairs <ul style="list-style-type: none"> • Understands the functions of common banking services • Understands basic functions of the stock market • Computes rates of return for various instruments and compare and make decisions • Calculates the amount, compound interest, and present value for a simple savings plan • Calculates earnings per share for stocks and mutual funds • Determines periodic payment, interest, and total amount required for a loan • Calculates yield on a bond • Create a personal budget 	<ul style="list-style-type: none"> • Maintain a checkbook • Reconcile a bank statement • Read stock/bond tables • Develop a savings plan • Prepare simple amortization table • Visit a bank • Stockbroker speaker • Compare cash/credit purchases • Create computerized spreadsheet for a stock portfolio, personal budget, etc. 	Business: C.8.3, C.12.1, C.12.2, C.12.3, C.12.4, C.12.6, C.12.9, C.BS.2, C.BS.7 Math: D.12.3, B.4.5
Unit 2 Payroll <ul style="list-style-type: none"> • Maintains payroll register and individual earnings record • Calculate gross and net earnings • Explore deductions • Demonstrate preparation of income tax form 1040EZ. • Identify and use forms W-2 and 1099-INT to prepare an income tax return. • Demonstrate preparation of a sample W-4 form. 	<ul style="list-style-type: none"> • Calculate payroll taxes • Create a complete paycheck • Calculate payroll for a given business • Prepare a W-2 form • Prepare a W-4 form • Prepare a 1040EZ form • Create computerized spreadsheet for a payroll and taxes 	Business: C.12.8, C.BS.5, C.BS.7
Unit 3 Pricing <ul style="list-style-type: none"> • Describe various pricing strategies • Calculate total purchase price • Calculate net business purchase with discounts • Determine dollar amount of cost, markup, and sales prices • Calculate total sales and sales tax for a sales transaction • Determine net sales • Calculate profit and loss 	<ul style="list-style-type: none"> • Shopping trip • School store application • Develop a sale promotion and determine appropriate sales pricing • Written unit exam • Create computerized spreadsheet for a net income or loss 	Business: C.8.1, C.8.2, C.BS.6, C.BS.7 Math: C.8.5
Sample Course (continued)		

Sample Course (continued)
Content Area: Computation

TITLE: Business Math

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI BUSINESS STANDARDS
Unit 4 Inventory <ul style="list-style-type: none"> • Apply basic inventory management skills • Conduct market research for a product and analyze results • Use a variety of forecasting methods to predict trends • Calculate inventory based on previous inventory, receipts, and issues • Determine inventory valuation according to different plans (LIFO, FIFO, etc) 	<ul style="list-style-type: none"> • School store application • Practice assignments using business planning tools • Inventory management scenarios • Written Unit Exam 	

Financial Focus

Financial education is vital for individuals to meet their personal goals, businesses to maintain profitability, and nations to maintain economic security. A byproduct of any business activity is the creation of financial data. Developing skills in effective financial management and decision making are at the heart of any financial education program. To meet the needs of individuals, businesses, and the nation, focus areas in a well-designed business and information technology curriculum include personal finance, accounting, and economics. Infusion of technology enhances interpretation of financial data as well as assures that students are developing essential software skills.

Below are listed each of the Content Areas under the Financial Focus and current trends for each.

Accounting Content Area Trends

- The study of accounting should include research into the variety of careers involving accounting as well as the variety of careers within the field of accounting
- The study of accounting should emphasize both the “preparer” as well as the “user” approaches. Students should receive a solid foundation in the preparation of financial records (bookkeeping) but should also receive an equal or greater amount of training in the interpretation of financial data for budgeting and forecasting purposes (accounting).
- The computer plays a vital role in the field of accounting. Teachers should include software applications at all levels of accounting study. Industry-standard software should be used (Excel, Peachtree, and QuickBooks).
- Accounting instruction should contain an emphasis on ethics.
- Classroom teachers are urged to form an ongoing partnership with a local CPA firm. The partnership should involve the accounting professional making regular visits to the classroom.
- As with other areas of education, there is an increased emphasis on rubrics-based assessment in accounting education.

Economics Content Area Trends

- Scandals in major US corporations have brought a renewed emphasis on ethics in business.
- [Morgan Stanley](#) estimates the number of US jobs outsourced to India will double to about 150 000 in the next three years. Analysts predict as many as two million US white-collar jobs such as programmers, software engineers and applications designers will shift to low cost centers by 2014 [Reuters News Service, 24 December 2003]
- Gas prices are causing financial burdens to companies and businesses. “The EIA said gasoline demand will set a record in 2004” [Reuters News Service, 22 March 2004]
- With the collapse of the Stock Market after the Dot.com crash and 9/11 the Federal Reserve system has been very active with monetary policy.
- Technology is causing changes in the economy. The Census Bureau of the Department of Commerce announced that the estimate of U.S. retail e-commerce sales for the fourth quarter of 2003, not adjusted for seasonal, holiday, and trading-day differences, was \$17.2 billion, an increase of 25.1 percent ($\pm 4.2\%$) from the fourth quarter of 2002.

Personal Finance Content Area Trends

As a result of pre-approval and free offers, the average college undergraduate possesses three credit cards with a balance totaling more than \$2,500 (Nellie Mae Corporation). Nearly 50 percent of adults make only the minimum payment on their credit card balance each month (Ladies Home Journal, March 2004). Financial institutions are raising their service charges for insufficient funds or checking account reconciliation. The life expectancy for adults continues to increase, and often seniors are financially unprepared to maintain their lifestyle or take on the burden of long-term care.

From the Governor's taskforce on financial literacy to the offer of free money management software from Microsoft, indicators continue to point out the need for a structured program of financial literacy. The volatility of the stock market and the loss of pension monies resulting from improper fund management remind citizens of the need for planning for the future. According to the Federal Reserve, consumer debt rose to more than \$1.5 trillion at the dawn of the new millennium. The Jump\$tart Coalition determined that the majority of today's seniors lack the necessary skills for money management and is committed to providing curriculum and materials for personal finance instruction. The Consumer Bankers' Association also has provided bank-sponsored financial literacy programs.

Content Area: Accounting

Discipline: Business and Information Technology
Focus: Financial

C - 17

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Career Development: Explores and evaluates positions and career paths in accounting and how accounting relates to other careers.	Career Development: II.A, II.B	H.12.3, K.12.1, K.12.2, K.12.3, K.12.4, K.12.5, K.12.6, K.12.7, K.12.8, K.12.11, K.12.14, K.4.1, K.4.4, K.8.1, K.8.2, K.8.3, K.8.4, K.8.5, K.8.6, K.8.7, K.8.8, K.8.9, K.8.10, K.8.11, K.BS.1, K.BS.2, K.BS.3, K.BS.4, K.BS.5, K.BS.6, K.BS.7, K.BS.8,	
Communication: Demonstrate effective communication skills as they apply to accounting.	Communication: I.A, I.B, I.C, I.D, III	A.4.1, A.4.2, A.4.8, A.4.10, A.4.11, A.8.1, A.8.8, A.12.2, A.BS.1, A.BS.2, A.BS.3, J.BS.4	LA.B.4.2 LA.B.4.3 LA.B.8.1 LA.B.8.2 LA.B.12.1 LA.B.12.2 LA.B.12.3 LA.C.4.2 LA.C.8.3
Computation: Utilize computation skills to analyze accounting-related situations.	Computation: I, II, III, IV, V, VI	C.4.3, C.4.4, C.8.1, C.8.4, C.12.1, C.12.2, C.12.4, C.12.5, C.BS.2	M.B.4.5 M.D.12.3 M.F.12.2
Accounting Principles and Cycle: Explain generally accepted accounting principles, and demonstrate the steps of the accounting cycle.	Accounting: I, II.A, II.B, II.C, III.A, III.B, IV.A, IV.D.	C.12.9, D.12.1, E.8.9, E.8.11	

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Valuation of Assets: Classify and determine the value of asset accounts.	Accounting: I, II.A, IV.A		
Valuation of Liabilities: Classify and determine the value of liability accounts.	Accounting: I, II.B, IV.A	E.8.6	
Valuation of Equity: Associate equity accounts with the different forms of ownership (sole proprietorship, partnership, corporation, not-for-profit, and government), and determine the value of the accounts.	Accounting: I, II.C, IV.A	E.8.6 E.12.7	
Types of Businesses: Compare and contrast types of businesses (service, merchandising, manufacturing, not-for-profit, and government).	Accounting: IV.A	E.8.7	
Financial Statements: Prepare and analyze financial statements.	Accounting: I, II.A, II.B, II.C, III.A, III.B, IV.A, IV.B, IV.C, IV.D	C.12.9, C.BS.1, C.BS.3, C.BS.4, E.4.2, E.8.4, E.8.8, E.12.9, E.12.11, E.BS.3, E.BS.6, E.BS.7	
Payroll: Apply accounting principles to payroll applications.	Accounting: IV.A,	C.BS.5	
Taxation: Compare and contrast personal and business taxation.	Accounting: IV.A	C.12.8	
Cost Accounting: Apply accounting principles to manufacturing applications.	Accounting: II.A, III.B, IV.C, IV.D	C.BS.6, D.4.3, D.8.2, E.8.3, E.8.4, E.8.5,	SS.D.4.4 SS.D.8.2
Financial Planning and Budgeting: Evaluate organizational data to forecast and plan for the future.	Accounting: III.A, V.A, V.B	C.BS.4, D.12.1, D.12.2, D.BS.2, D.BS.4, D.BS.5, H.8.1, H.8.2, H.8.3, H.BS.1	SS.D.8.6

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Technology: Use technology to create and manipulate financial data.	Accounting: I, II.A, II.B, II.C, III.A, IV.A, V.A, V.B; Computation: I, II, III, IV, V, VI	B.4.2, B.4.3, B.4.5, B.4.6, B.4.7, B.4.8, B.4.10, B.4.11, B.8.2, B.8.3, B.8.4, B.8.6, B.8.7, B.8.8, B.8.9, B.8.10, B.8.11, B.8.12, B.12.1, B.12.3, B.12.6, B.12.10, B.12.11, B.12.12, B.12.17, B.12.21, B.BS.3, B.BS.4, B.BS.5, B.BS.11, B.BS.12, B.BS.13, B.BS.14, B.BS.16, C.12.6, C.BS.7	LA.B.4.1 LA.B.4.2 LA.E.4.1 LA.E.4.3 LA.E.4.5 LA.F.4.1
Partnerships: Incorporate the resources of a local accounting firm.	Career Development: II.A, II.B, III.A, III.B, III.C, III.D, IV.A, IV.B, V.A, V.B, V.C, VI.A, VI.B	A.8.16, K.BS.6 K.BS.7, K.BS.8	

Sample Course
Content Area: Accounting

TITLE: Accounting (Beginning and Advanced Levels)		
DESCRIPTION: Processing financial data and planning for the future are at the heart of all business activity. Business workers need to have an understanding of accounting to better manage their companies' resources. Individuals need to have an understanding of accounting to make wise decisions as consumers and citizens. In the study of accounting, students will learn about accounting as a career and how accounting relates to other business careers; learn how to prepare accounting records according to generally accepted accounting principles and the accounting cycle; determine the value of accounts; maintain checking accounts; prepare payroll records; prepare tax forms; prepare financial statements for a variety of ownership models as well as types of businesses; analyze financial information; plan and budget for future operation; and witness the vital role that financial software plays in all phases of accounting.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 Accounting and Careers <u>Beginning and Advanced Competencies:</u> <ul style="list-style-type: none"> Define the role of accounting in a business organization. Compare and contrast accounting "preparers" and "users." Describe various public and private accounting-related employment options. Describe the requirements necessary for earning industry certification (e.g., CPA, CMA, etc.). 	<u>Beginning and Advanced Activities and Assessments:</u> <ul style="list-style-type: none"> Host a guest speaker in the classroom. (This should occur frequently throughout all of accounting instruction.) Take a field trip to a local accounting firm. Compare and contrast with a field trip to the accounting department of a local business. Review accounting-related employment options in the Occupational Outlook Handbook. Review the local want ads for accounting-related job openings. Visit the Wisconsin Institute of Certified Public Accountants website. Review college and university handbooks to determine the accounting-related requirements for earning a bachelors degree in accounting and other business majors. Compare and contrast the requirements for earning industry certification in Wisconsin as well as other areas of the U. S. Discuss ethics as related to business careers. Write a paper on any of the topics generated by the activities listed above. Additionally, a student interested in accounting as a career may write a reflection on how his/her personal skills and aptitudes relate to those skills and aptitudes necessary for employment in an accounting career. 	Business: A.8.16, H.12.3, K.4.1, K.4.4, K.8.1, K.8.2, K.8.3, K.8.4, K.8.5, K.8.6, K.8.7, K.8.8, K.8.9, K.8.10, K.8.11, K.12.1, K.12.2, K.12.3, K.12.4, K.12.5, K.12.6, K.12.7, K.12.8, K.12.11, K.12.14, K.BS.1, K.BS.2, K.BS.3, K.BS.4, K.BS.5, K.BS.6, K.BS.7, K.BS.8

Sample Course (continued) Content Area: Accounting TITLE: Accounting (Beginning and Advanced Levels)		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 2 The Accounting Cycle <u>Beginning and Advanced Competencies:</u> <ul style="list-style-type: none"> • Explain the need for generally accepted accounting principles. • Apply the concepts of the basic accounting equation in analyzing transactions. • Complete the various steps of the accounting cycle to accurately report the activity of a fiscal period. 	<u>Beginning and Advanced Activities and Assessments:</u> <ul style="list-style-type: none"> • Define and provide examples of applications involving generally accepted accounting principles. • Explain the purpose of an accounting system. • List and explain the steps of the accounting cycle. • Explain the basic accounting equation, and analyze transactions according to the basis of the equation and the principles of the double-entry system. • Define and classify accounts. • Compare and contrast temporary and permanent accounts. • Prepare a variety of source documents. • Analyze transactions using source documents. • Journalize transactions using various journals. • Explain the relationship of the journal to the ledger. • Post transaction data to various ledgers, and calculate updated account balances. • Calculate adjusting entries. • Perform the closing process. • Prepare trial balances, worksheets, and post-closing trial balances. • Describe the articulation among the financial statements. • Complete extended problems (i.e., mini practice sets, practice sets, simulations) in addition to shorter, more concentrated problems. • Use spreadsheet and industry-standard accounting software to maintain, summarize, and manipulate financial data. 	Business: B.4.2, B.4.3, B.4.5, B.4.6, B.4.7, B.4.8, B.4.10, B.4.11, B.8.2, B.8.3, B.8.4, B.8.6, B.8.7, B.8.8, B.8.9, B.8.10, B.8.11, B.8.12, B.12.1, B.12.3, B.12.6, B.12.10, B.12.11, B.12.12, B.12.17, B.12.21, B.BS.3, B.BS.4, B.BS.5, B.BS.11, B.BS.12, B.BS.13, B.BS.14, B.BS.16, C.4.3, C.4.4, C.8.1, C.8.4, C.12.1, C.12.2, C.12.4, C.12.5, C.12.6, C.12.9, C.BS.2, C.BS.7, D.12.1, E.8.11, E.8.6, E.8.7, E.8.9, E.12.7

Sample Course (continued) Content Area: Accounting TITLE: Accounting (Beginning and Advanced Levels)		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 3 Valuation of Accounts <u>Beginning Competencies:</u> <ul style="list-style-type: none"> • Demonstrate the procedures to account for notes receivable and interest. • Demonstrate the procedures to account for uncollectible accounts. • Demonstrate the procedures to account for depreciation of long-term assets. • Demonstrate the procedures to account for inventory. • Demonstrate the procedures to account for notes payable and interest. • Demonstrate the procedures to account for equity. <u>Advanced Competencies:</u> <ul style="list-style-type: none"> • Demonstrate the procedures to account for depreciation, appreciation, and disposal of long-term assets. • Demonstrate the procedures to account for long- and short-term investments. • Demonstrate the procedures to account for intangible assets. • Demonstrate the procedures to account for natural resources. • Demonstrate the procedures to account for long-term liabilities. • Demonstrate the procedures to account for equity. • Describe the differences between accrual-basis and cash-basis accounting. • Apply exchange rates. 	<u>Beginning Activities and Assessments:</u> <ul style="list-style-type: none"> • Identify current and long-term assets. • Define notes receivable and calculate interest. • Define uncollectible accounts, estimate uncollectible accounts using a variety of methods (e.g., net sales, aged accounts receivable), and determine the value of related asset accounts. • Define depreciation, calculate depreciation using the straight-line method, and determine the value of related asset accounts. • Determine the value of inventory using a variety of methods (e.g., FIFO, LIFO, weighted average, specific identification). • Identify current and long-term liabilities. • Define notes payable and calculate interest. • Complete problems involving sole proprietorship and corporation ownership models. • Complete problems involving service and merchandising businesses. • Calculate the value of equity accounts including capital, withdrawals, stock, and retained earnings. • Complete problems involving cash-basis accounting. • Complete problems involving accrual-basis accounting. • Journalize and post entries using a variety of journals and ledgers. • Use industry-standard accounting software to record transactions and complete end-of-period work. • Use spreadsheet software to manipulate financial data. <u>Advanced Activities and Assessments:</u> <ul style="list-style-type: none"> • Identify current and long-term assets. • Define depreciation, calculate depreciation using other generally accepted methods, and determine value of related asset accounts. • Complete problems involving the repair, improvement, exchange, and disposal of long-term assets. 	Business: B.4.2, B.4.3, B.4.5, B.4.6, B.4.7, B.4.8, B.4.10, B.4.11, B.8.10, B.8.2, B.8.3, B.8.4, B.8.6, B.8.7, B.8.8, B.8.9, B.8.11, B.8.12, B.12.1, B.12.10, B.12.11, B.12.12, B.12.17, B.12.21, B.12.3, B.12.6, B.BS.3, B.BS.4, B.BS.5, B.BS.11, B.BS.12, B.BS.13, B.BS.14, B.BS.16, C.4.3, C.4.4, C.8.1, C.8.4, C.12.1, C.12.2, C.12.4, C.12.5, C.12.6, C.BS.2, C.BS.7, E.8.6, E.12.7

Sample Course (continued) Content Area: Accounting TITLE: Accounting (Beginning and Advanced Levels)		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 3 Valuation of Accounts (continued)	<u>Advanced Activities and Assessments (continued):</u> <ul style="list-style-type: none"> • Complete problems involving the purchase and sale of investments, calculation of interest, and present and future value of money. • Discuss intangible assets, and cite examples from local businesses. • Complete problems involving the acquisition, amortization, and disposal of intangible assets. • Discuss natural resources, and cite examples from the U. S. • Complete problems involving the acquisition, depletion, and disposal of natural resources. • Identify current and long-term liabilities. • Complete problems involving issuance, amortization, and retirement of bonds. • Complete problems involving taking a mortgage, calculating interest, and amortizing mortgages. • Complete problems involving sole proprietorship, partnership, and corporation ownership models. • Complete problems involving service, merchandising, and manufacturing businesses. • Calculate the value of equity accounts including capital, partnership equity, withdrawals, stock, paid-in capital, retained earnings, and dividends. • Complete problems involving cash-basis accounting. • Complete problems involving accrual-basis accounting. • Journalize and post entries using a variety of journals and ledgers. • Use the Internet to check currency exchange rates. • Convert U. S. dollars to a foreign currency and vice versa. • Use industry-standard accounting software to record transactions and complete end-of-period work. • Use spreadsheet software to manipulate financial data. 	

Sample Course (continued) Content Area: Accounting TITLE: Accounting (Beginning and Advanced Levels)		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 4 Specialized Applications <u>Beginning Competencies:</u> <ul style="list-style-type: none"> • Maintain a checking account. • Prepare payroll. • Differentiate between personal and business taxation. • Prepare business and personal tax forms. <u>Advanced Competencies:</u> <ul style="list-style-type: none"> • Apply accounting principles to manufacturing applications. 	<u>Beginning Activities and Assessments:</u> <ul style="list-style-type: none"> • Write checks, make deposits, and update the check stubs. • Reconcile a bank statement. • Calculate earnings using a variety of pay plans. • Calculate employee payroll deductions. • Calculate employer payroll taxes. • Prepare payroll-related accounting records. • Prepare employer-related tax forms. • Prepare individual federal and state income tax forms. • Journalize and post entries using a variety of journals and ledgers. • Use industry-standard accounting software to record transactions and complete end-of-period work. • Use spreadsheet software to manipulate financial data. <u>Advanced Activities and Assessments:</u> <ul style="list-style-type: none"> • Complete problems involving accounting for manufacturing applications. • Journalize and post entries using a variety of journals and ledgers. • Use industry-standard accounting software to record transactions and complete end-of-period work. • Use spreadsheet software to manipulate financial data. 	Business: B.4.2, B.4.3, B.4.5, B.4.6, B.4.7, B.4.8, B.4.10, B.4.11, B.8.10, B.8.2, B.8.3, B.8.4, B.8.6, B.8.7, B.8.8, B.8.9, B.8.11, B.8.12, B.12.1, B.12.3, B.12.6, B.12.10, B.12.11, B.12.12, B.12.17, B.12.21, B.BS.3, B.BS.4, B.BS.5, B.BS.11, B.BS.12, B.BS.13, B.BS.14, B.BS.16, C.4.3, C.4.4, C.8.1, C.12.1, C.12.2, C.12.4, C.12.5, C.12.6, C.12.8, C.8.4, C.BS.2, C.BS.5, C.BS.6, C.BS.7, D.4.3, D.8.2, E.8.3, E.8.4, E.8.5

Sample Course (continued) Content Area: Accounting TITLE: Accounting (Beginning and Advanced Levels)		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 5 Financial Statements <u>Beginning Competencies:</u> <ul style="list-style-type: none"> • Explain the need for ethical reporting. • Compare and contrast forms of business ownership. • Compare and contrast types of businesses. • Prepare income statements. • Prepare statements of cash flow. • Prepare balance sheets. <u>Advanced Competencies:</u> <ul style="list-style-type: none"> • Explain the need for ethical reporting. • Compare and contrast forms of business ownership. • Compare and contrast types of businesses. • Prepare income statements. • Prepare statements of cash flow. • Prepare balance sheets. • Prepare various financial statements specific to manufacturing applications. • Apply exchange rates to financial statements prepared in U. S. dollars. • Analyze financial statements using a variety of analysis tools (e.g., horizontal analysis, vertical analysis, ratios, etc.). • Describe how financial statement data can be used to budget and project for future operations. 	<u>Beginning Activities and Assessments:</u> <ul style="list-style-type: none"> • Use real-life examples to demonstrate the need for ethics in business. • Discuss the forms of ownership and the equity accounts used for each form. • Discuss the types of businesses, and cite local examples. • Demonstrate the matching principle. • Prepare financial statements for sole proprietorship and corporate ownership models. • Prepare financial statements for service and merchandising businesses. • Review financial statements from real businesses. • Use spreadsheet software to manipulate financial data and display data numerically as well as graphically. <u>Advanced Activities and Assessments:</u> <ul style="list-style-type: none"> • Use real-life examples to demonstrate the need for ethics in business. • Discuss the forms of ownership and the equity accounts used for each form. • Discuss the types of businesses, and cite local examples. • Demonstrate the matching principle. • Prepare financial statements for sole proprietorship, partnership, and corporate ownership models. • Prepare financial statements for service, merchandising, and manufacturing businesses. • Prepare financial statements for government and not-for-profit organizations. 	Business: A.4.1, A.4.2, A.4.8, A.8.1, A.8.8, A.4.10, A.4.11, A.12.2, A.BS.1, A.BS.2, A.BS.3, B.4.2, B.4.3, B.4.5, B.4.6, B.4.7, B.4.8, B.4.10, B.4.11, B.8.2, B.8.3, B.8.4, B.8.6, B.8.7, B.8.8, B.8.9, B.8.10, B.8.11, B.8.12, B.12.1, B.12.3, B.12.6, B.12.10, B.12.11, B.12.12, B.12.17, B.12.21, B.BS.3, B.BS.4, B.BS.5, B.BS.11, B.BS.12, B.BS.13, B.BS.14, B.BS.16, C.4.3, C.4.4, C.8.1, C.8.4, C.12.1, C.12.2, C.12.4, C.12.5, C.12.6, C.12.9, C.BS.1, C.BS.2, C.BS.3, C.BS.4, C.BS.4, C.BS.6, C.BS.7,

Sample Course (continued) Content Area: Accounting TITLE: Accounting (Beginning and Advanced Levels)		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 5 Financial Statements (continued)	Advanced Activities and Assessments (continued): <ul style="list-style-type: none"> • Review financial statements from real businesses. • Convert financial data from U. S. dollars to a foreign currency and vice versa. • Discuss the impact of dealing with foreign currency. • Discuss how decision-making plays a role in influencing changes in financial statements. • Complete analysis problems involving a variety of tools (e.g., horizontal analysis, vertical analysis, ratios, etc.). • Prepare budgets and projects for future operations. • Prepare updated budgets and projections based on financial statement data. • Use spreadsheet software to manipulate financial data and display data numerically as well as graphically. 	D.4.3, D.8.2, D.12.1, D.12.2, D.BS.2, D.BS.4, D.BS.5, E.4.2, E.8.3, E.8.4, E.8.4, E.8.5, E.8.7, E.8.8, E.12.9, E.12.11, E.BS.3, E.BS.6, E.BS.7, H.8.1, H.8.2, H.8.3, H.BS.1, J.BS.4

Resources:

- Supplementary materials available from textbook publishers.
- Checking account materials available from local banks.
- Resources available from local accounting firms.
- Financial statements available from companies represented on the Internet.
- Federal and state government publications.

Websites:

- Financial Accounting Standards Board: <http://www.fasb.org/>
- The U. S. GAAP (Generally Accepted Accounting Principles) Website: <http://www.cpaclass.com/gaap/>
- American Institute of Certified Public Accountants: <http://www.aicpa.org/index.htm>
- The Uniform CPA Exam: <http://www.cpa-exam.org/>
- The CPA Journal: <http://www.cpajournal.com/>
- Wisconsin Institute of Certified Public Accountants: <http://www.wicpa.org/>

Content Area: Economics

Discipline: Business and Information Technology
Focus: Financial

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Career Development: Explores and evaluates positions and career paths in economics and how economics relates to other careers.			
Communication: Demonstrate effective communication skills as they apply to economics.			
Computation: Utilize computation skills to analyze economic-related situations.			
Ethics: Discuss ethical economic behaviors.			
Economic Question: Explore how individual, business, and social wants and needs conflict with issues of scarcity to shape the economy.	Economics I. II.	D.BS.2 D.BS.3	
Market Structures: Describe the different types of markets, and analyze the effect they have on the price and quality of the goods and services produced.	Economics V. VII.	D.12.3 D.BS.4	SS D.12.5
Economic Cycle: Illustrate the economic cycle.	Economics VI.	D.12.1 D.BS.4	SS D.8.10 SS D.12.7 SS D.12.14
Economic Systems: Compare political and economic systems and the impact on the allocation of resources.	Economics II. III.	D.BS.4	
Value of Money: Discuss the concept of present and future value of money.	Economics IV.	D.BS.5	
Economic Indicators: Define and discuss economic indicators such as gross domestic product, gross national product, consumer price index, and exchange rates.	Economics IX. VIII.	D.BS.1 D.BS.2	
Monetary and Fiscal Policy: Explain how the economy of the United States functions as a whole, the role of the core economic institutions, and incentives that influence the behaviors of institutions.	Economics III. IV.	D.12.5	SS D.8.10 SS D.12.7 SS D.12.14
Current Issues: Describe current issues and how they affect our economic system.		D.12.2 D.12.4	SS D.8.6 SS D.12.6 SS D.12.13

Sample Course
Content Area: Economics

TITLE: Economics		
DESCRIPTION: Students in this course will prepare for an active role in the economy. Economic literacy is a need in our society. Choices made by consumers affect their lives and the lives of others. This course is designed to provide students the framework necessary to understand how our economic system works and how it differs from others.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 – Introduction to Economics and the Basic Economic Problem <ul style="list-style-type: none"> • Explain why scarcity exists • Discuss the opportunity costs of choices and why tradeoffs must be made • Discuss how productivity affects our economic system • Differentiate between economic systems • List and explain the purpose of different economic institutions • Justify the use of economic incentives • Discuss and describe interdependence 	<ul style="list-style-type: none"> • Study Guides • Posters • Small Group Presentations • Internet Research • Exams 	Business: D.4.1, D.4.2, D.4.3, D.8.1, D.12.1, D.12.5, D.BS.2, D.BS.3, D.BS.4 Social Studies: D.12.1,6,7,12
Unit 2 – Markets, Supply and Demand <ul style="list-style-type: none"> • Describe the different types of markets, and analyze the effect they have on the price and quality of the goods and services produced • Explain the effect supply and demand have on price and quality of goods • List benefits and pitfalls to specialization and exchange of goods between economies 	<ul style="list-style-type: none"> • Create Charts • Cola wars project • Internet Research • Study Guides • Exams 	Business: D.4.1, D.4.2, D.4.3, D.8.1, D.8.4, D.12.1 D.BS.1, D.BS.2, D.BS.3 Social Studies: D.12.2, 10, 11, 12
Unit 3 – Business, Labor and Market Structure <ul style="list-style-type: none"> • Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System • Describe economic incentives and how they affect the local and global markets • Analyze how competition varies between different market structures • Explain how decisions about spending and production made by businesses, households, and government determine the nation's level of income 	<ul style="list-style-type: none"> • Book activities • Review streaming video on our economic system • Worksheet series on institutions • Review newspaper/magazine articles • Study Guides • Exam 	Business: D.4.3, D.8.1, D.8.1, D.8.4, D.8.5, D.12.1, D.12.3, D.12.4, D.12.5, D.BS.2, D.BS.3 Social Studies: D.12.2, D.12.7, D.12.14

Sample Course (continued) Content Area: Economics		
TITLE: Economics		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 4 – The Role of Government <ul style="list-style-type: none"> Describe when and how investors are protected when markets fail Explain and evaluate the effects of global economic interdependence and competition on the development of national politics 	<ul style="list-style-type: none"> Video on FDIC Magazine summary on global interdependence. Study Guides Exam 	Business: D.8.1, D.8.4, D.12.3, D.12.4, D.12.5, D.12.6, D.BS.4 Social Studies: B.12.9, D.12.4
Unit 5 – Macroeconomics <ul style="list-style-type: none"> Explain differences between GDP and GNP Analyze unemployment rates for the last two years and determine factors that affect them Compare and contrast inflation and deflation Explain how federal budgetary policy and the Federal Reserve system’s monetary policies influence interest rates, levels of employment, production, and prices Describe how market forces influence borrowing and saving by consumers, governments, and businesses 	<ul style="list-style-type: none"> Stock market simulation Wall Street Journal Classroom Edition Small group debate on fiscal and monetary policy. Study Guides Exam 	Business: D.4.3, D.8.4, D.8.5, D.12.2, D.12.3, D.12.4, D.12.6, D.BS.2, D.BS.5 Social Studies: C.12.12, D.12.5, D.12.9, D.12.12, D.12.14
Unit 6 – The World Economy <ul style="list-style-type: none"> Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade Illustrate international aspects of growth and stability 	<ul style="list-style-type: none"> Speaker on globalization of economy PowerPoint report on countries economic relationship with US Study Guides Exam 	Business: D.4.3, D.8.5, D.12.3, D.12.4 D.BS.1 Social Studies: A.12.7, D.12.3, D.12.8, D.12.13

Content Area: Personal Finance

Discipline: Business and Information Technology
Focus: Financial

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Career Development: Explores and evaluates positions and career paths in finance and how finance relates to other careers.	II: A III: A, B, D IV: A, B V: A	K.8.5 K.12.1, 2, 8, 11 K.BS.5	
Communication: Demonstrate effective communication skills as they apply to personal finance.	I: A, D II: A, B III V: A, B, C, E	A.12.7, 9-16 A.BS.11	LA: C.12.2, 3 D.12.2
Computation: Utilize computation skills to analyze financial situations.	I II IV VI: B, D, F, G, J, K	C.8.4 C.12.6	MATH: B.4.5
Income: Identify various forms of income, and analyze factors that affect income potential and lifestyle choices.	Personal Finance I, II	C.BS.5 D.BS.2	MATH: B. 8.5
Consumerism: Investigate financial decision-making strategies, and apply appropriate strategies to evaluate products and services.	Personal Finance VI: G, H (compute): V	D.8.3, 5	SS: D.8.1
Money Management: Establish and manage financial accounts. Formulate and maintain a budget.	Personal Finance VI: D, J (compute): III	C.12.2, 3 E.8.10 C.BS.1	MATH: B.4.7 B.12.3
Role of Financial Institutions: Identify types of financial institutions and the services provided.	Personal Finance VI		
Investment Strategies: Identify savings and investment options for short- and long-term goals. Develop strategies for effective allocation of assets.	Personal Finance VI: B (compute): IV	C.8.3 C.12.9	MATH: B.8.5 B.12.2
Credit Management: Examine strategies for effective credit management.	Personal Finance VII (compute): VI: F, J	C.12.1, 4 C.BS.2 D.12. I.12.4	MATH: D.12.3 SS: D.12.11

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Risk Management: Evaluate options for risk management.	Personal Finance VII (compute): VI: M	C.12.5	MATH: B.12.5 F.12.2
Tax Management: Select and prepare personal income tax forms.	(compute): VI: A	C.12.5, 8 D.12.4	MATH: B.12.3
Information Technology: Understand and use technology to manage finances.	(commun): III (IT): I, V, XVI	B.8.11 B.12.16, 17 B.BS.1, 3-5 C.BS.7	INFO/TECH LIT: A.8.1-3 D.12.2

Sample Course
Content Area: Personal Finance

TITLE: Personal Finance		
DESCRIPTION: This course is designed to assist students in the transition from school to independent living. The course accomplishes this task by providing students with skills to make wise financial decisions. Adults need financial knowledge for daily living and for planning for the future. Topics for discussion will include: personal finance (including checking, savings, and money-market accounts, debit cards, ATM accounts), insurance (health, auto, and home), consumer purchasing strategies and legal protection, use of credit, establishing and protecting a credit rating, and investments and retirement planning. Technology is infused throughout the course, with applications ranging from personal money management to preparation of income tax forms to evaluating investment options.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 Employment Choices and Personal Finance <ul style="list-style-type: none"> • Contrast needs vs. wants • List factors that influence spending decisions • Explore and evaluate personal career choices • Analyze global, national, and regional trends which impact employment • Identify various types of income • Compare various compensation packages • Describe the role of unions and professional organizations in the workplace • Define W2, exemptions • Compute gross pay, deductions, and net pay • Identify fringe benefits options • Evaluate a career as a bookkeeper or accountant, or in a human resources department 	<ul style="list-style-type: none"> • Complete interest inventories • Complete W2 forms • Complete payroll application • Workbook activities • Quizzes/Tests 	Business: K.8.5, K.12.1, K.12.2, K.12.8, K.12.11, K.BS.5
Unit 2 Taxation <ul style="list-style-type: none"> • Describe the U.S. tax system: revenue, structure, etc. • Identify the role of the IRS • Discuss items which affect payroll tax rates • Distinguish between deductions and exemptions • Analyze W4 forms • Prepare personal tax forms and accompanying schedules • Evaluate a career as a tax prepare or IRS agent 	<ul style="list-style-type: none"> • Complete 1040EZ • Complete 1040A and Schedule A • Complete state form • Workbook activities • Quizzes/Tests 	Business: C.12.5, C.12.8, D.12.4 Math: B.4.5, B.12.3

Sample Course (continued)
Content Area: Personal Finance

TITLE: Personal Finance

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 3 Money Management <ul style="list-style-type: none"> • Distinguish between short- and long-term goals • Explain SMART goals (specific, measurable, attainable, realistic, time-bound) • Describe the budgeting process • Discuss how salary expectations vary by region • Create personal budgets • Keep effective financial records • Identify strategies to live within a budget • Prepare a personal net worth statement and property inventory • Explain the elements of legal contracts 	<ul style="list-style-type: none"> • Develop list of short-term and long-term goals • Research salary statistics for local area • Devise and analyze personal budget • Create personal net worth statement • Workbook activities • Quizzes/Tests 	Business: C.12.2, C.12.3, C.BS.1, C.BS.7, E.8.10 Math: B.4.7, B.12.3
Unit 4 Managing Financial Accounts <ul style="list-style-type: none"> • Compare financial institutions and services provided • Identify types of accounts • List the procedures for establishing an account • Use and reconcile a checking account • Identify other banking services and fees • Compare advantages and disadvantages of ATM, debit cards, e-commerce • Evaluate careers in banking 	<ul style="list-style-type: none"> • Research checking account options at area banks • Complete forms required to open a checking account • Complete checking account simulation • Workbook activities • Quizzes/Tests 	Business: C.8.4, C.12.2, C.12.4, C.12.6, D.8.5 Math: B.4.7, B.12.3
Unit 5 Planning for the Future <ul style="list-style-type: none"> • Examine the relationship between short- and long-term goals and investment strategies • Explain how money grows through compounding interest • List and describe financial institution options for savings • Explain features and purposes of various investment options • Define risk, return, liquidity, and Rule of 72 • Compare and contrast bonds, mutual funds, common stock, and preferred stock • Identify purpose of retirement planning through IRA, Keogh, pension, etc. • Evaluate other investment options • Identify how economic conditions affect investment returns • Evaluate a career as a financial planner, broker, or investment analyst 	<ul style="list-style-type: none"> • Devise a savings plan to meet a personal goal • Calculate simple and compound interest • Track investments over time and analyze their effectiveness • Workbook activities • Quizzes/Tests 	Business: C.8.3, C.12.9 Math: B.8.5, B.12.2, B.12.3

Sample Course (continued)
Content Area: Personal Finance

TITLE: Personal Finance

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 6 Credit Management <ul style="list-style-type: none"> Identify advantages and disadvantages of credit Identify sources of credit Explain how to develop and protect a good credit rating Describe methods of fraud protection Compare finance terms Evaluate credit reports and offer suggestions for appropriate credit management Describe major causes of bankruptcy and outline bankruptcy laws Identify sources of assistance for credit problems Define amortization table 	<ul style="list-style-type: none"> Complete credit card application Calculate the cost of minimum payments on a charge account Compute APR Calculate total cost of a mortgage Review a credit history Workbook activities Quizzes/Tests 	Business: C.12.1, C.12.4, C.BS.2, C.BS.7, D.8.3, D.12.6, I.12.4 Math: B.8.3, B.85, B.12.3, B.12.5, D.12.3 Social Studies: D.12.11
Unit 7 Risk Management <ul style="list-style-type: none"> Examine types of financial risks Define basic insurance terminology Explain the law of large numbers Discuss options available for health, property, liability, disability, and life insurance Explain Medicare and Medicaid coverage and its enrollment requirements Identify strategies to manage insurance costs Explain the procedure to make an insurance claim Evaluate the career of an insurance agent or claims agent 	<ul style="list-style-type: none"> Complete an insurance application Research insurance costs for auto, property, and life Develop a personal insurance plan for various stages of life Workbook activities Quizzes/Tests 	Business: C.12.5, D.8.3 Math: B.12.5, F.12.2
Additional Units, if time: Consumerism and comparison shopping, Renting/buying a home, Planning for a family		

Resources:

- Local financial institutions
- FDIC videos
- IRS publications
- Jump\$tart Coalition for Personal Financial Literacy
- NEFE High School Financial Planning Program
- Security First checking account simulation
- Suze Orman Steps to Financial Freedom Video
- Taxes for Teens

Websites:

- www.bankrate.com
- www.calculatorzone.com
- www.irs.gov
- www.jumpstart.org
- www.moneycentral.msn.com
- www.ncee.net
- www.nfcc.org
- www.practicalmoneyskills.com
- www.TheMint.com

Information Systems Focus

Information technology surrounds everything we do today. Today's workers are expected to be skilled in the use of technology.

Technology is a driving force in creating, using and storing information. In a broad sense, technology can be viewed as the equipment and procedures used to create and process information. Information systems...help students develop skills for career and personal success. Business and information technology education focuses attention on computer and communication technologies that are most central to preparing business workers.

"Business education has established a firm foundation upon which to integrate technology and has advanced a philosophy giving prime importance to providing leadership in using and managing technological innovation. Business educators are committed to building proficiency in the comprehension and implementation of technology through relevant instruction for all students." (PCBEE Policy Statement #53, 1993).

Information Systems Content Area Trends

Keyboarding/Word Processing: Due to budget constraints and the integration of technology at earlier grades, elementary keyboarding is being taught by an elementary classroom teacher. An ideal situation is for the business teacher to work with the elementary classroom teacher to provide a scope and sequence for keyboarding and word processing curriculum.

Computer Literacy: Computers affect information processing tasks at home, school, and work. It is important, therefore, that all students be computer literate and be able to demonstrate fundamental knowledge of computers and their impact on society. The No Child Left Behind legislation requires that by 2007, each student exiting eighth grade be computer literate.

Impact of Changing Technology on Society: "...the business education curriculum needs to reflect emerging technologies...The specific technology we teach today may not be the technology students will use in the future. Therefore, we must teach for transferability of skills so that individuals will be able to cope with and use technological innovations as they become a part of the work environment." (PCBEE Policy Statement #46, 1989).

Web Site Design: The Business Education curriculum should include the fundamentals of effective web site design, including as it relates to productive operations of e-business.

Ethics/Security: "Security of transactions as well as business and personal information will continue to influence participation in business (sec). The integrity of information must be maintained as it flows through the input, process, and output components of using information technology. Including the ethics regarding intellectual property, privacy, and data security will be integral to business education curriculum (PCBEE Policy Statement #66, 2000).

E-Commerce: E-commerce not only involves the exchange of business information by a digital means, but also includes marketing, advertising, and product/service distribution within the context of building each of these components in an electronic world.

Input Technologies: “Trends in technology require business educators to provide opportunities for all students to learn the new technologies and techniques that are emerging in today’s workplace. Current technologies include speech recognition; handwriting recognition tools, such as Tablet PCs, Personal Digital Assistants (PDAs) and other handheld devices; and scanners” (PCBEE Policy Statement #73, 2003).

Industry Certification: “Our nation’s economy is dependent upon highly qualified and skilled workers...Employees must have a combination of academic knowledge, non-technical workplace skills, and technical competence. Industry certification is one approach to assessing and demonstrating the technical competence demanded by employers” (PCBEE Policy Statement #72, 2003).

Multimedia:

- Palm Pilots
- Tablet PCs
- Voice Recognition
- Handwriting Recognition
- Internet
- Industry Certification
- Turnover of Software

Content Area: Information Technology

Discipline: Business and Information Technology
Focus: Information Systems

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Information Technology: Assesses the impact of information technology on society and business.	Section 1	B.4.11, B.12.17, B.BS.3, B.BS.4	
Operating Systems: Identifies and uses various types of operating systems, environments, and utilities.	Section 3	B.8.2, B.8.3, B.BS.13	
Emerging Technologies: Describes and uses emerging technologies, hardware and storage media.	Section 2	B.8.1, B.8.3, B.12.9, B.12.11	
Software Choice: Select appropriate software applications to solve business problems.	Section 5	B.8.4, B.BS.10, B.BS.11	
Hardware Issues: Configures, installs, and upgrades hardware and can diagnose and repair hardware problems.	Section 5	B.4.1, B.BS.1	
Input Technologies: Applies input technologies appropriately to enter and manipulate text and data.	Section 6	B.4.4, B.4.5, B.4.6, B.8.5, B.12.3, B.12.4	
Word Processing: Applies word processing software to produce business documents.	Section 5	B.4.2, B.4.3, B.4.8, B.8.6, B.12.5, B.12.10, B.BS.2, B.BS.11, B.BS.16	
Presentation Software: Utilizes presentation software to design, create, and produce a variety of presentations.	Section 5	B.4.2, B.4.3, B.4.8, B.12.5, B.12.10, B.BS.2, B.BS.8, B.BS.11	
Desktop Publishing: Applies desktop publishing software to design, create, and produce a variety of print publications.	Section 5	B.4.2, B.4.3, B.4.8, B.12.5, B.12.10, B.12.13, B.BS.2, B.BS.6, B.BS.7, B.BS.11	
Spreadsheets: Uses spreadsheet software and mathematical procedures to create, analyze, and organize data.	Section 5	B.4.2, B.4.3, B.4.8, B.8.7, B.12.5, B.12.10, B.12.12, B.BS.2, B.BS.11	
Data Management: Uses database software to plan, develop and maintain a data management system.	Section 8	B.4.2, B.4.3, B.4.8, B.8.8, B.12.5, B.12.10, B.BS.2, B.BS.11, B.BS.16, B.BS.17	

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Web Design: Applies Web design software to produce, edit and manage web pages/sites.	Section 5	B.4.2, B.4.3, B.4.8, B.12.5, B.12.10, B.BS.2, B.BS.9, B.BS.11	
Image Editing: Applies graphics/photo editing software to prepare images for use in presentations, publications, print and digital media.	Section 5	B.4.2, B.4.3, B.4.8, B.4.9, B.12.5, B.12.10, B.BS.2, B.BS.11	
Multimedia Tools: Applies video/sound editing software to prepare files for use in presentations and web applications.	Section 5	B.4.2, B.4.3, B.4.8, B.12.5, B.12.10, B.12.14, B.BS.2, B.BS.8, B.BS.11	
Networking: Demonstrates the skills necessary to design, deploy, and administer networks and communication systems.	Section 11 & 12	B.8.11	
Programming: Designs, develops, tests and implements computer programs.	Section 9	B.12.7	
Tech Support: Demonstrates the technical and interpersonal skills and knowledge to support the information technology user community.	Section 14		
Risk Management: Designs and implements risk management policies and procedures for information technology.	Section 15	B.8.11, B.12.6, B.12.15	
Technology Ethics: Establishes and uses a personal code of ethics for information systems use and management.	Section 16	B.12.15, B.12.16	
Telecommunications: Uses telecommunications hardware and software to communicate and access information.	Section 5	B.4.10, B.8.12, B.12.1, B.12.2, B.12.18, B.12.19, B.12.18, B.12.20, B.BS.5	
Technology Resources: Gathers, evaluates, uses and cites information from a variety of technology sources.	Section 7	B.12.2	
Career Exploration: Explores and evaluates positions and career paths in information technology and how information technology relates to other careers.	Section 17	B.4.11, B.12.8, B.BS.3, B.BS.4	
Communication: Applies technologies to improve the effectiveness of communication.		B.4.7, B.8.9, B.BS.12, B.BS.14, B.BS.15, B.BS.16	
Computation: Uses technology to analyze data, create information, and solve business problems.		B.BS.5	

Sample Course
Content Area: Information Technology

TITLE: Digital Input Technology/Computer Applications		
DESCRIPTION: In this course students will focus on using a variety of input technologies including voice recognition, handwriting recognition and “touch” keyboarding to enter computer data. Students will also be introduced to software such as Microsoft Word, PowerPoint, Excel and Access. These skills are essential tools for education and career success.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 - Input Technologies: Applies input technologies appropriately to enter and manipulate text and data. <ul style="list-style-type: none"> • Uses proper input techniques (i.e. keyboarding, scanning, speech recognition, and the use of a touch screen or mouse) including safety methods to avoid repetitive strain injury • Demonstrate touch keyboarding skills at acceptable speed and accuracy level • Enter and manipulate data using the touch method on a ten key pad • Uses Voice recognition to enter and edit text • Uses handwriting recognition to enter and edit text 	<ul style="list-style-type: none"> • Textbook lessons on touch keyboarding • Internet research on repetitive stress injuries • Voice recognition activities using Dragon Naturally Speaking • Graffiti handwriting recognition exercises. 	National Standards: Section 6 WI Standards: B.4.4, B.4.5, B.4.6, B.8.5, B.12.3, B.12.4

Sample Course (continued)
Content Area: Information Technology

TITLE: Digital Input Technology/Computer Applications

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
<p>Unit 2 - Word Processing: Applies word processing software to produce business documents.</p> <ul style="list-style-type: none"> • Knows how to set and change margins, tabs, text alignment and line spacing • Knows how to insert headers, footers, page numbers, footnotes and page breaks • Uses search and replace to change text • Uses the spell checker, thesaurus and grammar checker • Knows how to change font, size, color and custom color of text including Word Art • Uses cut/copy, paste, paste special, clipboard and drag and drop to manipulate text • Knows how to insert text into a document, copy text between documents, and delete text • Creates a table using the word processing table feature • Knows how to create and format document sections and insert breaks • Knows how to create, apply, and edit character and paragraph styles using the styles and formatting task pane • Knows how to copy a format using the format painter icon • Knows how to set various text flow options (widows, orphans, and non-breaking spaces.) • Knows how to customize and modify bulleted, numbered, and outline numbered lists • Knows how to use text highlighting, borders, and shading to enhance documents • Creates an auto correct entry and exception • Records, edits, and runs a macro 	<ul style="list-style-type: none"> • Textbook problems • Creates a table that represents financial data. • Prepares a report that includes a table of contents and works cited. 	<p>National Standards: Section 5</p> <p>WI Standards: B.4.2, B.4.3, B.4.8, B.8.6, B.12.5, B.12.10, B.BS.2, B.BS.11, B.BS.16</p>

Sample Course (continued)
Content Area: Information Technology

TITLE: Digital Input Technology/Computer Applications

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
<p>Unit 3 - Presentation Software: Utilizes presentation software to design, create, and produce a variety of presentations.</p> <ul style="list-style-type: none"> Creates a multi-slide presentation that incorporates <ul style="list-style-type: none"> Backgrounds Slide layouts Transitions and animation Design templates Integrates information from other sources into a presentation including clipart, sound and movies, word processing data, and spreadsheet data 	<ul style="list-style-type: none"> Creates a presentation on current business events Imports an outline into PowerPoint and creates a presentation 	<p>National Standards: Section 5</p> <p>WI Standards: B.4.2, B.4.3, B.4.8, B.12.5, B.12.10, B.BS.2, B.BS.8, B.BS.11</p>
<p>Unit 4 - Spreadsheets: Uses spreadsheet software and mathematical procedures to create, analyze, and organize data</p> <ul style="list-style-type: none"> Knows how to enter and edit data Knows how to use formulas and functions to perform calculations Knows how to adjust column widths and row heights Knows how to manipulate borders and change the display of cells Knows how to set cell attributes Uses spreadsheet data to produce various styles of charts Knows how to apply the sort and data filter commands to organize data 	<ul style="list-style-type: none"> Creates a budget spreadsheet Creates an investment tracking spreadsheet 	<p>National Standards: Section 5</p> <p>WI Standards: B.4.2, B.4.3, B.4.8, B.8.7, B.12.5, B.12.10, B.12.12, B.BS.2, B.BS.11</p>
<p>Unit 5 - Data Management: Uses database software to plan, develop and maintain a data management system</p> <ul style="list-style-type: none"> Plans, creates and modifies relational database tables Creates a data entry form Knows how to enter, modify and delete data in a table Can sort and retrieve data from a database Creates a variety of data reports Knows how to use various search commands to select records 	<ul style="list-style-type: none"> Creates a mailing list for a club or organization Performs a mail merge to create custom business letters 	<p>National Standards: Section 8</p> <p>WI Standards: B.4.2, B.4.3, B.4.8, B.8.8, B.12.5, B.12.10, B.BS.2, B.BS.11, B.BS.16, B.BS.17</p>

<p align="center">Sample Course (continued)</p> <p align="center">Content Area: Information Technology</p> <p>TITLE: Digital Input Technology/Computer Applications</p>		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
<p>Unit 6 - Technology Ethics: Establishes and uses a personal code of ethics for information systems use and management Understands and follows the Internet acceptable use policy as defined by the school district</p> <ul style="list-style-type: none"> • Can apply copyright laws as they relate to the acceptable use of materials obtained via the internet and other print resources • Can explain copyright laws as they apply to software use including shareware, freeware, and purchased software • Understands the current issues in the workplace regarding the ethical and legal use of technology • Gathers, uses and cites information from information technology sources 	<ul style="list-style-type: none"> • Sites resources in reports • Presentation or report about copyright law 	<p>National Standards: Section 16</p> <p>WI Standards: B.12.15 B.12.16</p>
<p>Unit 7 - Telecommunications: Uses telecommunications hardware and software to communicate and access information</p> <ul style="list-style-type: none"> • Understands how to use navigation buttons and hyperlinks to explore the internet • Can navigate to a specific site using an internet address (URL) • Can create, use and edit Favorite Places (bookmarks) • Knows how to download a file/clipart • Can use internet search engines (Google, Yahoo, AltaVista, etc.) to locate information on the internet • Understands and applies appropriate internet etiquette • Can download clip art for use in documents 	<ul style="list-style-type: none"> • Text book activities • Internet search engine tips handout • Internet scavenger hunt 	<p>National Standards: Section 5</p> <p>WI Standards: B.4.10, B.8.12, B.12.1, B.12.2, B.12.18, B.12.19, B.12.18, B.12.20, B.BS.5</p>

<p align="center">Sample Course (continued)</p> <p align="center">Content Area: Information Technology</p> <p>TITLE: Digital Input Technology/Computer Applications</p>		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
<p>Unit 8 - Communication: Applies technologies to improve the effectiveness of communication</p> <ul style="list-style-type: none"> • Knows how to create an unbound and bound report based on accepted standards (i.e. MLA/APA style) • Creates a standard format memo • Knows how to create business letters based on accepted standards such as: <ul style="list-style-type: none"> ➤ Block style ➤ Modified block style ➤ Personal letters ➤ Mixed vs. open punctuation • Prepares report title page, footnotes, endnotes and bibliography • Can create an outline • Creates documents with headers and footers • Prepares documents that include spreadsheet table(s) and/or charts • Prepares a multicolumn newsletter • Creates an agenda and minutes for a meeting 	<ul style="list-style-type: none"> • Prepares outlines, business and personal letters, reports, tables, newsletters, agendas, etc. 	<p>National Standards:</p> <p>WI Standards: B.4.7, B.8.9, B.BS.12, B.BS.14, B.BS.15, B.BS.16</p>

Sample Course
Content Area: Information Technology

TITLE: Introduction to Web Design		
DESCRIPTION: In this course, students will use Dreamweaver MX and Photoshop to create, publish, and manage a website. Course content will include creating a variety of high-impact/low bandwidth graphic elements including animations, rollover effects, backgrounds and page images.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 - Information Technology: Assesses the impact of information technology on society and business <ul style="list-style-type: none"> Identifies and demonstrates knowledge of the different uses of the Internet Demonstrates knowledge of the history of the World Wide Web Recognizes and explains basic terminology related to telecommunications and the Internet Demonstrates an understanding of the overall impact telecommunications in general, and the Web specifically, has had on society Demonstrates knowledge of how the web publishing industry works Knows how to obtain a domain and web host for a site. Understands how to develop a site appropriate for conducting e-commerce including the ability to handle monetary transactions Understands the impact of marketing on an individual and/or business (e-commerce) 	<ul style="list-style-type: none"> Internet research project Class presentations 	Business: B.4.11, B.12.17, B.BS.3, B.BS.4
Unit 2 - Web Design: Applies Web design software to produce, edit and manage web pages/sites <ul style="list-style-type: none"> Demonstrates knowledge of basic HTML programming and formatting Demonstrates the ability to create a web page using HTML coding Identifies basic HTML tags and can describe what each tag does (i.e. <HTML>, <HEAD>, <BODY>, <TITLE>, , <TABLE>, <TD>, <TR>, <A HREF>, <BGCOLOR>, , , <DIV> etc.) Knows how to create, edit, format and link Web Forms to various form handlers (i.e. CGI scripts) to process client information Knows how to use Tables, Framesets and other major web page components to organize a web page Demonstrates the ability to provide navigation (hyperlinks) within a page and from page to page Demonstrates the ability to incorporate graphics in web pages Knows how to apply cascading Style Sheets for consistent design Demonstrates the ability to incorporate other languages and technologies (i.e. JavaScript, Flash, animation, etc.) into web pages Knows how to map a website and check hyperlinks and site structure using site testing features 	<ul style="list-style-type: none"> Create a variety of web pages Creates a mail form that uses a CGI script to handle data Creates a web site as a semester project 	Business: B.4.2, B.4.3, B.4.8, B.12.5, B.12.10, B.BS.2, B.BS.9, B.BS.11

Sample Course (continued)
Content Area: Information Technology

TITLE: Introduction to Web Design

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
<p>Unit 3 - Communication: Applies technologies to improve the effectiveness of communication.</p> <ul style="list-style-type: none"> • Creates and publishes pages for different audiences • Designs Web sites that are accessible to a variety of users regardless of operating system or browser • Creates pages that load quickly regardless of Internet access speed • Creates a Web site that provides effective and easy navigation on every page • Uses images to convey ideas and concepts • Uses graphics that are appropriate for objectives and targeted audience • Applies the principles of good web page layout including: Contrast, Repetition, Alignment and Proximity • Correctly uses the spell checker, grammar checker and thesaurus • Uses a variety of references and resources (electronic and printed) for the purpose of writing business documents • Evaluates the credibility, accuracy, bias, relevance, and comprehensiveness of information sources • Creates a functional and visually appealing quality product • Edits business and personal documents to improve content and effectiveness • Can create and save a document in PDF format for downloading from a web site 	<ul style="list-style-type: none"> • Textbook activities from <i>The Non-Designers Design</i> book • Classroom demonstrations/ presentations 	<p>Business: B.4.7, B.8.9, B.BS.12, B.BS.14, B.BS.15, B.BS.16</p>

Sample Course (continued)
Content Area: Information Technology

TITLE: Introduction to Web Design

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
<p>Unit 4 - Image Editing: Applies graphics/photo editing software to prepare images for use in presentations, publications, print and digital media.</p> <ul style="list-style-type: none"> • Designs and edits images and graphics to enhance the effectiveness of web pages. • Identifies and performs different image manipulation techniques (resizing, cropping etc) using Photoshop • Applies filters and layer effects to alter and enhance images • Uses shading and gradient techniques • Utilizes and manipulates layers in the development of an image • Understands the difference between bitmap and vector graphics • Creates, edits and manipulates text layers • Creates images that can be used for navigation • Optimizes and saves images in appropriate format (i.e. GIF, JPEG or PNG) for web use • Creates rollover images • Creates graphical headings, titles, buttons, and banners • Creates and implements web page backgrounds • Integrates images with behavior-enabling languages (i.e. rollovers, JavaScript slideshows) into web pages • Creates and implements animated GIF images: <ul style="list-style-type: none"> ➤ Edits play settings for an animated GIF including setting frame speed and looping characteristics ➤ Can apply tweening to speed up the production process. 	<ul style="list-style-type: none"> • Photoshop <i>Classroom In a Book</i> problems: <ul style="list-style-type: none"> ○ Selection tools project ○ Layers Project ○ Photo retouch project • Creates rollovers using Photoshop and Imageready • Creates a variety of web page backgrounds: <ul style="list-style-type: none"> ○ Tiled ○ Horizontal tiled ○ Vertical tiled ○ No repeat • Creates animated GIFs 	<p>Business: B.4.2, B.4.3, B.4.8, B.4.9, B.12.5, B.12.10, B.BS.2, B.BS.11</p>

Sample Course (continued)
Content Area: Information Technology

TITLE: Introduction to Web Design

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 5 - Telecommunications: Uses telecommunications hardware and software to communicate and access information <ul style="list-style-type: none"> • Understands how to use navigation buttons and hyperlinks to explore the Internet • Can navigate to a specific site using an Internet address (URL). • Understands the structure of a web address including the domain, directory, filename and extension • Can create, use and edit Favorite Places (bookmarks) • Knows how to download a file/clipart • Knows how to publish web site files using File Transfer Protocol (FTP) • Can use Internet search engines (Google, Yahoo, AltaVista, etc.) to locate information on the Internet • Uses effective research techniques to identify reliable information sources 	<ul style="list-style-type: none"> • Google advanced searches handout • Internet research projects • Publishes a web site 	Business: B.4.10, B.8.12, B.12.1, B.12.2, B.12.18, B.12.19, B.12.18, B.12.20, B.BS.5
Unit 6 - Input Technologies: Applies input technologies appropriately to enter and manipulate text and data <ul style="list-style-type: none"> • Uses proper input techniques (i.e. keyboarding, scanning, speech recognition, and the use of a touch screen or mouse) including safety methods to avoid repetitive strain injury • Uses a scanner to enter text and/or graphics • Uses a digital camera to obtain digital graphics 	<ul style="list-style-type: none"> • Scan images and text for use in projects • Use voice recognition software to enter text • Takes pictures with the digital camera and imports into computer 	Business: B.4.4, B.4.5, B.4.6, B.8.5, B.12.3, B.12.4

Sample Course (continued)
Content Area: Information Technology

TITLE: Introduction to Web Design

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 7 - Operating Systems: Identifies and uses various types of operating systems, environments, and utilities <ul style="list-style-type: none"> • Knows how to log into a network using passwords • Knows how to launch a program using the start menu, tool bar, or a program icon • Knows how to use My Computer or Windows Explorer to locate and manage programs, folders & files in a network and/or local environment • Knows how to open a document or search for an existing one • Can get help by using the help menu options and can identify features of the help menu and the best menu to use in each situation • Can use the taskbar to switch between documents and/or programs • Can diagnose and solve routine problems related to the operation and use of computers • Uses operating system features to perform routine tasks such as copying, deleting and renaming files 	<ul style="list-style-type: none"> • Manage folders and files on the network • Help menu search project • Trouble shooting project/simulation 	Business: B.8.2, B.8.3, B.BS.13
Unit 8 - Emerging Technologies: Describes and uses emerging technologies, hardware and storage media. <ul style="list-style-type: none"> • Can identify current and emerging electronic storage media, select the best media for a given situation, and manage data using a variety of devices • Can navigate and manipulate files among a variety of devices (i.e. local drives, CD's, and network drives) • Knows how to record (burn) data to a rewriteable CD or DVD 	<ul style="list-style-type: none"> • Research activity on current storage media 	Business: B.8.1, B.8.3, B.12.9, B.12.11

Sample Course (continued)
Content Area: Information Technology

TITLE: Introduction to Web Design

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 9 - Workplace Expectations: Discuss employer expectations, professional image, workplace ethics, and the effects of positive and negative attitudes in the workplace <ul style="list-style-type: none"> • Demonstrates the ability to follow directions • Demonstrates effective organizational and time-management skills and meets deadlines • Accurately proofreads documents • Knows the importance of lifelong learning to career success • Participates as a productive member of a group • Uses data to create information and solve business problems • Uses effective communication skills within groups • Demonstrates knowledge of how to plan, create and follow a flow chart and/or storyboard 	<ul style="list-style-type: none"> • Classroom group activities • Career research 	
Unit 10 - Technology Ethics: Establishes and uses a personal code of ethics for information systems use and management <ul style="list-style-type: none"> • Understands and follows the Internet acceptable use policy as defined by the school district • Can apply copyright laws as they relate to the acceptable use of materials obtained via the Internet and other print resources in the development of a web site • Can explain copyright laws as they apply to software use including shareware, freeware, and purchased software • Understands the current issues in the workplace regarding the ethical and legal use of technology • Gathers, uses and correctly cites information from information technology sources • Understand ethics issues specific to the Internet and WWW Publishing • Demonstrate knowledge of current laws and rulings related to Internet ethics issues 	<ul style="list-style-type: none"> • Internet research • Web site semester project 	Business: B.12.15, B.12.16

Management Focus

Education in the management strand is essential to promote new ideas, products, and services. This provides a foundation that prepares students to be productive citizens who make responsible decisions. Focuses within this strand include business law, entrepreneurship, international business, principles of management, and marketing. In addition, it prepares business students for leadership in diverse organizations. Classes that integrate these concepts develop and expand knowledge, attitudes, and skills needed to be successful in a global economy.

Business Law Trends

- Trends in litigation (NBEA 2003 Yearbook) (Class action suits)
- Patterns in Governmental Regulation on Small Business (NBEA Yearbook 2003)
- Privacy laws in e-commerce/data storage and data sharing
- 2001, more young people filed for bankruptcy than graduated from college

Entrepreneurship Trends

- Emerging role of entrepreneurship (small business) in economy
- Globalization
- Legal growth and development that effects entrepreneurs (NBEA 2003 Yearbook)
- E-commerce opportunities

International Business Trends

- Changing political landscape (NBEA Yearbook 2003)
- Changing Trade Agreements and expanding regional integration (EU, etc.)
- Integration of multinational operations
- Sustainable development/ global ethics

Principles of Management Trends

- Emerging role of entrepreneurship (small business) in economy
- Project management
- Demographic changes in employment pool/immigration
- Management ethics in light of recent corporate scandals

Marketing Trends

- Changes in branding development strategy
- Censorship vs. decency laws
- Culturally sensitive marketing of quality goods and services (PCBEE #52)

Content Area: Business Law

Discipline: Business and Information Technology
Focus: Management

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Legal System: Analyze the sources of law & structure of the judicial system	I	I.8.1, I.8.2, I.8.3, I.8.4, I.BS.1, I.BS.2, I.BS.5, I.BS.6	SS C.8.3 SS C.8.4 SS C.4.1
Contract Law: Analyze the components of contract law and describe various types of contracts	II	I.BS.4, I.BS.7, I.BS.9	
Agency and Employment: Analyze the role and importance of agency and employment laws as they relate to the conduct of business	III	I.12.7, I.BS.10	
Business Organization: Describe the major types of business organizations operating within the national & international market	IV VII: A, B, E, F	I.12.1, I.12.4, I.12.5, I.BS.3, I.BS.4, I.BS.5	
Commercial Paper: Analyze the functions of commercial paper, insurance, secured transactions and bankruptcy	VI	I.12.5, I.BS.4	
Property Law: Explain the legal rules that apply to personal property and real property	V VII: B	I.12.3	
Criminal/Civil Law: Recognize and individual's legal rights and responsibilities in a democratic society	VII: D	I.12.2	
Environmental Law: Explain the legal rules that apply to the environment and energy regulation	VIII	I.BS.1	SS C 8.3
Personal Law (or Domestic Law): Explain the legal rules that apply to marriage, divorce, child custody, wills, trusts, and estates	II: C IX X	I.12.4, I.12.6, I.BS.8	
Computer Law: Explain how advances in computer technology impact law			
Ethics and the Law: Discuss the relationship between ethics and the law			
Career Development: Explore and evaluate positions and career paths in law and how law relates to other careers.		I.12.8	
Communication: Demonstrate effective communication skills as they apply to law.			
Computation: Utilize computation skills to analyze law-related situations.			

Sample Course
Content Area: Business Law

TITLE: Business Law		
DESCRIPTION:		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit I - The Constitution <ul style="list-style-type: none"> Identify how constitution protects us Explain how constitution was created Diagram balance of powers Inspect amendments 	<ul style="list-style-type: none"> Workbook activities Applying Law to Everyday Life Questions Case study problems Teacher-made handouts In-class discussions Chapter Tests 	Business: I.BS.3 I.BS.6
Unit II - Ethics <ul style="list-style-type: none"> Define what ethics is Reason deontologically & consequentially Explain why laws are necessary 	<ul style="list-style-type: none"> Case study problems Teacher-made handouts In-class discussions 	Business: I.BS.3 I.BS.6
Unit III - Kinds of Law Explain how laws developed Identify levels of law (Fed, State, Local) Classify laws by: Civil vs. Criminal Procedural vs. Substantive Crimes vs. Torts	<ul style="list-style-type: none"> Workbook activities Applying Law to Everyday Life Questions Case study problems Teacher-made handouts In-class discussions Chapter Tests 	Business: I.BS.1 I.BS.2
Unit IV - Crimes <ul style="list-style-type: none"> Identify elements of every crime <ul style="list-style-type: none"> ➤ Duty to do or not do something ➤ Violation of duty ➤ Criminal intent Classify crimes <ul style="list-style-type: none"> ➤ Felonies ➤ Misdemeanors Define & classify crimes into larceny, receiving stolen property, false pretenses, forgery, bribery, extortion, conspiracy, arson, selling & buying narcotics, computer crime Identify defenses to crimes committed Identify punishments for crimes 	<ul style="list-style-type: none"> Workbook activities Applying Law to Everyday Life Questions Case study problems Teacher-made handouts In-class discussions Chapter tests Find newspaper articles and identify what has happened in each case 	Business: I.BS.1 I.BS.2

Sample Course (continued)
Content Area: Business Law

TITLE: Business Law

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit V - Torts <ul style="list-style-type: none"> • Identify elements of every tort <ul style="list-style-type: none"> ➤ Duty to do or not do something ➤ Breach of duty ➤ Injury recognized by law ➤ Causation • Define and classify torts into assault, battery, false imprisonment, defamation, invasion of privacy, trespass, conversion, interference with contractual relations, and fraud • Differentiate between negligence and strict liability • Identify damages from torts 	<ul style="list-style-type: none"> • Workbook activities • Applying Law to Everyday Life Questions • Case study problems • Teacher-made handouts • In-class discussions • Chapter tests • Find newspaper articles and identify what has happened in each case 	Business: I.BS.1 I.BS.2
Unit VI – Laws for Consumers <ul style="list-style-type: none"> • Identify federal statutes and objectives • Identify federal agencies and areas of protection • Explain how the law protects against substandard goods • Identify unfair trade practices <ul style="list-style-type: none"> ➤ Control or fix prices ➤ Use false/misleading advertising ➤ Conducting illegal lotteries ➤ Unfair pricing methods ➤ Mislabeling goods ➤ Selling used items as new ➤ Other unfair trade practices • Explain how government promotes consumer protection <ul style="list-style-type: none"> ➤ Licensing laws ➤ Remedies for injured consumers ➤ Sanitation/food adulteration law ➤ Safety laws 	<ul style="list-style-type: none"> • Match agencies to area of protection quiz • Workbook activities • Applying Law to Everyday Life Questions • Case study problems • Teacher-made handouts • In-class discussions • Chapter Tests 	Business: I.BS.8

<p align="center">Sample Course (continued) Content Area: Business Law</p>		
TITLE: Business Law		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit VII – Officer and Acceptance <ul style="list-style-type: none"> • Define a contract • Identify those who may enter contracts • Define offer (valid vs. invalid) • Recognize when an offer is ended • Explain how an offer can be kept open • Define acceptance • Classify contracts: unilateral, bilateral, void, voidable, unenforceable, valid 	<ul style="list-style-type: none"> • View teacher’s contract – identify specific offers/acceptances 	Business: I.BS.4 I.BS.9
Unit VIII – Mutual Consideration <ul style="list-style-type: none"> • Identify parties to a contract • Explain why consideration is required • Define sufficient consideration • Give examples of exceptions to mutual consideration: charitable organization donations, promissory estoppel, commercial paper, state statutory exceptions 		Business: I.BS.4 I.BS.9
Unit IX – Void and Voidable Agreements <ul style="list-style-type: none"> • Classify illegal agreements <ul style="list-style-type: none"> ➢ Commit crimes/torts ➢ Obstruct legal procedures ➢ Injure public service ➢ Made without proper license ➢ Restrain trade unreasonably ➢ Usurious interest ➢ Illegal gambling, lotteries ➢ Affect marriage negatively • Identify fraud <ul style="list-style-type: none"> ➢ Deliberate misrepresentation ➢ Material fact ➢ Person must know it’s false ➢ Made with intent of making other person act ➢ Induce action/cause injury ➢ Identify instances of duress, undue influence, unilateral mistake, mutual mistake ➢ Identify contracts that can be disaffirmed 	<ul style="list-style-type: none"> • Workbook activities • Applying Law to Everyday Life questions • Case study problems • Teacher-made handouts • In-class discussions • Chapter tests 	Business: I.BS.7

Sample Course (continued)
Content Area: Business Law

TITLE: Business Law

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit X – Proper Form of Contracts <ul style="list-style-type: none"> Classify contracts: express vs. implied, formal vs. simple, executed vs. executory Identify contracts that are subject to the statute of frauds <ul style="list-style-type: none"> ➤ Sale of goods for \$500 or more ➤ Sale of real property ➤ Within one year of being created ➤ Pay debts of others ➤ Consideration is marriage Identify what type of writing is required Find ways to locate product recalls Discriminate between express/implied warranted Identify warranties implied by law <ul style="list-style-type: none"> ➤ Warranty of title ➤ Warranty against encumbrances ➤ Fitness of a particular purpose Identify express warranties 	<ul style="list-style-type: none"> Worksheet on types of writing which overrule others in written contracts Locate Internet sites which contain product recall notices Inspect and classify warranties 	Business: I.BS.7
Unit XI – Employment Contracts <ul style="list-style-type: none"> Define employment – contrast with independent contractors Describe how terms in employment contracts are created Identify duties of employer and employee Recognize when employer is responsible for acts of an employee Explain how/when employment contracts can be terminated 	<ul style="list-style-type: none"> Collect employment contracts Survey local businesses for types of contracts/employment-at-will clauses 	Business: I.BS.10
Unit XII – Mock Trial <ul style="list-style-type: none"> Identify issues that need to be addressed Assume the part of a player in the mock trial Identify legal terms relating to a court trial Assume leadership roles associated with trial 	<ul style="list-style-type: none"> Teacher observation Student ratings on participation/preparedness Matching quiz on legal terms 	Business: I.BS.10

Sample Course (continued)
Content Area: Business Law

TITLE: Business Law

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit XIII – Unions <ul style="list-style-type: none"> Describe how to form a union and negotiate a contract Explain how unions affect the relationship between employees and employers Identify unfair labor practices Describe collective bargaining, strikes, and boycotts 	<ul style="list-style-type: none"> Activity to negotiate assignment for the chapter Workbook activities Applying law to everyday life questions Case study problems Teacher-made handouts In-class discussions Chapter tests 	Business: I.BS.10
Unit XIV – Landlord/Tenant Laws <ul style="list-style-type: none"> Describe characteristics of a lease Define rights/duties of landlord/tenant Explain how leases can be ended 	<ul style="list-style-type: none"> Quiz identifying lease conditions Creation of lease using specific situation 	Business: I.BS.10
Unit XV – Forms of Business Organization <ul style="list-style-type: none"> Discuss the basic attributes of the sole proprietorship, partnership, and corporation Determine which one form of organization may be best in a particular situation Explain the risks of utilizing each form of business organization 	<ul style="list-style-type: none"> Workbook activities Applying law to everyday life questions Case study problems Teacher-made handouts In-class discussions Chapter tests 	Business: I.BS.10

Content Area: Entrepreneurship

Discipline: Business and Information Technology
Focus: Management

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Business Types and Organizations: Analyze the different forms of business and organizations.		E.12.7	
Characteristics and Skills: Analyze the necessary skills and characteristics that make a person a successful entrepreneur.	I	E.4.1 E.8.1 E.12.1	SS E4.12 B4.1 B4.3 B4.7 D8.8
Financing and Accounting Records: Describe the financial records need to be kept by a business and sources of financing to start a new business.	IV V	E.BS.7 E.12.4 E.12.12	
Marketing: Explain the Marketing mix and use of each part in the success of a new business.	II	F.12.2 F.BS.6	
Promotion: Discuss the different promotion methods that can be used.	II	F.12.8	
Management: Determine the different styles of management and how each can be used in business	VI	H.BS.1	
Technology and E-Commerce: Explain the different technology available to business and the possibilities of sales on the internet.			
Government and Legal Issues: Explain the Government's role and the legal aspects of starting and maintaining a business.	VIII	F.12.4	SSD.12.5
Global Markets: Discuss the affect of the Global Market on business.	VII	G.8.5 G.8.6 E.12.6 E.BS.9	SSD.8.3 SSD.8.11 SSD.12.8
Business Plan: Develop all aspects of a business plan and discuss the reasoning behind each section.	IX	E.BS.3 E.8.8 E.12.9	
Career Development: Explore and evaluate positions and career paths in entrepreneurship and how entrepreneurship relates to other careers.			
Communication: Demonstrate effective communication skills as they apply to entrepreneurship.			
Computation: Utilize computation skills to analyze entrepreneurship-related situations.			

Sample Course
Content Area: Entrepreneurship

TITLE: Entrepreneurship		
DESCRIPTION: This course will develop students' abilities to explore various business structures and enable them to choose a consumer area of business interest. Students will create a business plan including start-up costs, financial statements, marketing plans, personnel hiring and training.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit I – Entrepreneurship <ul style="list-style-type: none"> Determine Entrepreneurial traits and skills Identify decision-making techniques Discuss management styles Explain time management Identify various business records 	<ul style="list-style-type: none"> Teacher/made handouts In-class discussion Quiz/tests 	Business: E.12.5, E.BS.8, E.12.7, H.12.1, H.12.2
Unit II – Business Management and Opportunities <ul style="list-style-type: none"> List types of consumer products Identify International Business opportunities Examine Small Business Organization Explain different types of business ownership List ways to start a new business 	<ul style="list-style-type: none"> Teacher handouts Speaker Project on types of business in community Quiz/tests 	Business: D.12.5, E.4.1, E.12.1, E.12.8, J.12.11, J.12.13, K.12.14 Social Studies: D.8.8, D8.10, D.12.7, D.12.14, E.4.12, B.4.1, B.4.3, B.4.7
Unit III – Starting Your Business <ul style="list-style-type: none"> Identify start-up costs Explain marketing strategies Discuss company logos and trademarks Examine the marketing mix and it's purpose in entrepreneurship 	<ul style="list-style-type: none"> Teacher/made handouts In-class discussion Project on logos for various companies. Quiz/test 	Business: A.12.11, A.12.16
Unit IV – Business Plan <ul style="list-style-type: none"> Identify the parts of a business plan Discuss aspects of leasing, buying on credit and credit policies Outline pricing policies and inventory control methods 	<ul style="list-style-type: none"> Speakers on banking and credit Speaker who is an entrepreneur Written business plan Business simulation Quiz/tests 	Business: A.12, B.12.13, C.BS.3, C.12.1, C.BS.6, E.BS.6, E.BS.10, E.12.4, E.12.10, E.12.13, E.12.12 Language Arts: C.12.13, E.8.3 Math: D.12.3

Sample Course (continued)
Content Area: Entrepreneurship

TITLE: Entrepreneurship

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit V – Marketing Plan <ul style="list-style-type: none"> List methods of promotion Discuss advantages and disadvantages of aspects of advertising 	<ul style="list-style-type: none"> Project on different advertisements. Make a commercial for your product. In-class discussion Quiz/Tests 	Business: E.12.3, E.12.9, F.12.6 Social Studies: E.4.10, E.8.8, E.12.7
Unit VI – Personnel Plan <ul style="list-style-type: none"> Develop an organizational chart List ways to find employees Evaluate hiring procedures and employment costs and benefits Evaluate employee training, evaluations and discipline procedures 	<ul style="list-style-type: none"> Prepare an organizational chart In-class discussion Speaker from human relations department of business. Teacher/made handouts Quiz/ tests 	Business: E.12.5, E.12.7, H.12.1, H.12.2, H.12.3, J.12.4, K.12.13
Unit VII – Legal and Insurance Policies <ul style="list-style-type: none"> Discuss Liability protection and government regulations. i.e. OSHA List legal obligations for running a business. Evaluate different types of insurance needed by a business. 	<ul style="list-style-type: none"> Speaker – attorney Speaker – insurance agent Teacher handouts In-class discussion Quiz/ tests 	Business: I12.5, I BS.4
Unit VIII – Financial Controls and Projections <ul style="list-style-type: none"> List sources of capital Identify various financial statements and discuss their significance. Discuss budgeting and forecasting of cash flow 	<ul style="list-style-type: none"> Internet project – look up financial statements from various companies. Speaker – banker or financial manager In-class discussion Quiz/ test 	Business: B12.12, C.12.1, C.12.7, C.12.9, C.BS.7, E.12.11 Math: D.12.3

Content Area: International Business

Discipline: Business and Information Technology
Focus: Management

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Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Foundations of International Business: Explain the role of international business and how it impacts business (geography, career opportunities, travel considerations)	I: A, B, D	G.12.1, G.12.5, G.12.9	
Global Business Environment: Describe how social, cultural, political, legal and economic factors impact the international business environment	IB II: A, B, C		
Global Business Ethics: Describe the environmental factors that define ethical business behavior in a global business environment	IV		
International Negotiations: Demonstrate interpersonal negotiation strategies based on cultural backgrounds and host country customs	III: C		
E-commerce: Evaluate e-commerce opportunities and recognize sound business practices specifically related to conducting international business electronically	I: A III: D VIII: B, F		
Organizational Structures: Identify forms of business ownership and entrepreneurial opportunities available in international business	V: A, B, C		
Trade Relations: Evaluate the use of trade agreements and trade barriers in the import/export process	VI: A, B, C		
International Management: Analyze special challenges in operations, production and human resource management in international business	VII: A, B, C		
International Marketing: Describe how the four marketing concepts (product, price, place, promotion) affect international business situations	VIII: A, B, C, D, E, H		
International Finance: Explain the concept of currency and exchange and the role of financial institutions	IX: A, B	G.12.7, G.12.8	
Career Development: Explore and evaluate positions and career paths in international business and how international business relates to other careers.	I: C II: A VII: B, C, F	G.12.5	
Communication: Demonstrate effective communication skills as they apply to international business.	III: A, B, D VII: B	G.12.6	
Computation: Utilize computation skills to analyze international business-related situations.	VI: C VIII: B, D, E IX: A, C, D	G.12.8	

Sample Course
Content Area: International Business

TITLE: International Business		
DESCRIPTION: International Business introduces students to various careers in international trade, finance, shipping, and marketing. Fundamental concepts, principles, and theories of business and marketing in an international setting are considered. Course content blends economic theory with international culture, business concepts and practices, and allows students opportunities for application on concepts learned. The course sparks interest in global affairs and introduces students to the differences of people and business procedures throughout the world. Students gain a strong foundation of business and marketing skills used around the globe. As our world becomes closer and we are drawn together through technology, students learn more about how events of the world shape business. This course relates to academic core area of social studies.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit I – What is International Business <ul style="list-style-type: none"> • Distinguish between domestic business and international business • Discuss why international business is important • Understand that international trade is not just a recent event Describe basic international business activities • Identify components of the international business environment • Describe skills for international business and the role of international business to workers, consumers and citizens 	<ul style="list-style-type: none"> • Questions • Guided reading of Business Week Article • Career Planning Activity • Exam or Quizzes 	
Unit II – Our Global Economy <ul style="list-style-type: none"> • Describe the basic economic problem • Describe how the market sets prices • Explain the causes of inflation • Name the three main factors of production • Understand how different countries make economic decisions • Describe the factors that affect economic development • Identify the different levels of economic development • Discuss economic principles that explain the need for international trade • Identify various measures of economic progress and development 	<ul style="list-style-type: none"> • Study guides: Vocabulary puzzle, Review • Factors of Production Poster Activity • Internet Web Quest • What is GDP? Activity (available at EconEdlink.com) • Exam or Quizzes 	Business: G.12.1 G.12.5 G.12.9

Sample Course (continued)
Content Area: International Business

TITLE: International Business

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit III - Influences in Global Business <ul style="list-style-type: none"> • Cultural Influences on International Business • Governmental Influences on International Business • Legal Influences on International Business • Ethical and Socially Responsible Considerations in Global Business • Importing, Exporting and Trade Relations 	<ul style="list-style-type: none"> • Study Guides • Free Trade, Fair Trade & Conventional Trade Debate • Job Outsourcing Mock trial • Int'l Shareholders Meeting Event Proposals • Guest speaker panel • Globalization Comes to the Table available at: http://www.microsoft.com/education/?ID=GlobalTable • Exams or Quizzes 	Business: F.8.2 F.8.3
UNIT IV - Foreign Currency Exchange and International Finance <ul style="list-style-type: none"> • Money systems around the world • Foreign exchange and currency controls • Currency transactions between countries 	<ul style="list-style-type: none"> • Study Guides • On the Trail of Thieves Foreign Currency Web quest (Available from NCBEA) • Bulletin Board Project • Virtual Business Management activities • Exams or Quizzes 	
UNIT V - Operating a Business in an International Climate <ul style="list-style-type: none"> • Methods of business ownership • Operations of a global business • Starting your own global business 	<ul style="list-style-type: none"> • Study Guides • Video: Made in India (available from Women in Film) • Guided reading of business article • Virtual Business Management activities • Microfinancing Case Study 	
UNIT VI - Managing a Business in a Global Environment <ul style="list-style-type: none"> • Management Principles • Human Resource Management • Global Financial Management • Managing for Risks 	<ul style="list-style-type: none"> • Study Guides • Guided reading of business article • Virtual Business Management activities • Spreadsheet project • Guest speaker • Exams or Quizzes 	
UNIT VII - Marketing a Business in a Global Environment <ul style="list-style-type: none"> • The Marketing Mix • Planning Global Marketing Activities • Developing Goods and Services for the Global Market • Global Pricing Strategies • Global Promotion Strategies 	<ul style="list-style-type: none"> • Study Guides • Global Got Milk? Project • International Magazine Ad Project • Exams or Quizzes 	

Content Area: Principles of Management

Discipline: Business and Information Technology
Focus: Management

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Business Organization: Analyze forms of ownership, management levels and organizational structure in business	III	H.4.1, H.4.2, H.12.2	
Management Functions: Describe management functions and their implementation in business	I	H.BS.3, H.BS.1, H.12.1	
Management Theories: Explore management theories and their application within a business environment	II	H.8.1, H.BS.3	
Ethics and Social Responsibility: Discuss the role of ethics and social responsibility in decision making	V		
Human Resource Management: Identify human resource functions and explain their importance to an organization's successful operation	VI	H.BS.4, H.BS.6	
Organized Labor: Describe the role of organized labor and its influence on government and business	VII	H.BS.5	
Operations Management: Apply management principles and project management software to design an operations plan	XI	H.BS.2	
Financial Decision Making: Interpret financial data influenced by internal and external factors to make short-term and long-term decisions	X	H.8.3	
Global Perspective: Identify global management issues	XII		
Industry Analysis: Analyze internal and external factors on competition	IX		
Technology and Information Management: Utilize information and technology tools to conduct and manage traditional business and E-commerce	VIII		
Career Development: Explore and evaluate positions and career paths in management and how management relates to other careers.		H.12.3	
Communication: Demonstrate effective communication skills as they apply to management.			
Computation: Utilize computation skills to analyze management-related situations.			

Sample Course Content Area: Management

TITLE: Business Management		
DESCRIPTION: Students taking this course will learn about the major functions of management and the skills that lead to managerial success. Management concepts and styles will be taught by involving the student in various business simulations. Students will understand the benefit of teamwork, recognize the importance of technology in decision making, and the values of ethics and social responsibility in business relationships. Successful local managers will share their expertise with students.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1 Business and Its Environment <ul style="list-style-type: none"> Identify factors of production Distinguish between commercial, industrial and service businesses Justify use of TQM Differentiate between effectiveness and efficiency Explain differences between GDP, GNP Discuss strategies for evaluating the economic situation Identify several types of business ownership List several changes relating to the population and workforce Differentiate between command, market, and mixed economies Define morals and ethics Identify utilities used to satisfy economic wants List components of capitalism and free enterprise Identify characteristics of economic cycles Recognize significance of international business Identify cultural barriers to international trade 	<ul style="list-style-type: none"> Study guides Debate questions Virtual Management Business basics E-Commerce, International business, exchange rates, tariffs, and protectionism Internet research Exams 	Business: D.4.1, D.4.2, D.4.3, D.8.1, D.8.2, D.8.3, D.BS.4, D.BS.5, F.12.4 Language Arts: C.12.1,2,3 Social Studies: D.4.1, D.4.2, D.4.7, D.12.5, D.12.6, D.12.7, D.12.13, D.12.14
Unit 2 Management Responsibilities <ul style="list-style-type: none"> Define role of managers and their functions Name several traits of effective leadership Identify levels of command within an organization Differentiate between autocratic, democratic, and "laissez faire" leadership Identify purpose of organizational charts and its impact on communication Outline decision making and problem solving steps Describe planning tools and importance of organizing activities Discuss importance of human relations skills on the job Describe impact of harassment in the workplace and the role of management in resolving conflicts 	<ul style="list-style-type: none"> School Organizational Chart Management Style Role Play Leadership Video Study Guides Exams 	Business: A.12.5, A.12.6, D.BS.3

Sample Course (continued)
Content Area: Principles of Management

TITLE: Business Management

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 3 Human Resources <ul style="list-style-type: none"> Describe the role of HR Outline procedures used to select, promote, evaluate, and terminate employees Evaluation options for compensation and benefits Identify rationale behind employee training and development Explain the importance of career development opportunities within business Outline historical events which lead to Equal Employment opportunity, and Affirmative Action Compare pros and cons of union organization Identify impact of unionized shops on a business Identify types of discrimination and evaluate methods to handle each 	<ul style="list-style-type: none"> Review EEOC timeline Review discrimination videos Role play interviews Review of school's affirmative action and harassment plan Study guides Exam Virtual management employee module 	Business: A.BS.7, A.BS.8, A.BS.9, A.BS.13, A.BS.14, D.BS.2 Social Studies: C.12.8, D.8.10, E.8.7
Unit 4 Organizational Communication <ul style="list-style-type: none"> Describe importance of professional appearance Identify communication barriers Explain influences on formal and informal communication networks Investigate methods to handle and resolve conflicts Identify ways to improve communications and run productive meetings List strategies for resolving conflict Explain problems unique to international business Justify use of technology in the business environment 	<ul style="list-style-type: none"> Evaluation of business attire Video series Business attire booklet Role play Study guides Exam Virtual management employee and technology modules 	Business: A.8.11, A.8.12, A.8.14, A.8.15, A.12.7, A.12.8, A.12.13, A.12.14, A.12.15, A.12.16 Language Arts: C.8.2, C.8.3 Social Studies: E.8.13
Unit 5 Financial Management <ul style="list-style-type: none"> Describe types of records and budgets needed in running a business Discuss need for "vital statistics" such as the income statement, balance sheet, etc. Distinguish types of capital Explain characteristics of financial institutions and instruments Discuss significance of insurance to business 	<ul style="list-style-type: none"> Preparation of financial statements Investigation of business net worth Virtual Management employee Wages and vital statistics Study guides Exam 	Business: C.12.5, C.12.6, E.4.2 Math: B.4.5, F.12.2

Sample Course (continued)
Content Area: Principles of Management

TITLE: Business Management

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
If Time Allows: Production and Marketing Management <ul style="list-style-type: none"> Describe marketing activities Identify factors considered when developing a product Diagram alternative channels of distribution Discuss procedures to establish price Explain options to promote products and services 	<ul style="list-style-type: none"> Virtual Management Fleet Warehouse Activity Study Guides Exam 	Business: F.12.1, F.12.2, F.12.3, F.12.4, F.12.6, F.12.7 Social Studies: D.12.5

Content Area: Marketing

Discipline: Business and Information Technology
Focus: Management

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Management & Entrepreneurship: Describe fundamental management decisions that are essential to managers and entrepreneurs	Entrepreneurship I: C, D VI: A,B, C, D,E		
Customer Service: Demonstrate skills, strategies and systems to interact effectively with others and serve customers	I	F. 8.3, F.12.7	
Economics: Explain economic principles that are fundamental to marketing	I III: C, D	F.8.3, F.12.7, F.12.9	
Foundations of Marketing: Identify the elements of the marketing mix – product, price, place, promotion	IV: A, B, C, D	F.12.2	
Ethics: Develop a code of ethical behavior for marketing	III: B	J.4.4, J.8.5, J.8.9, J.12.11, J.12.14, J.BS.3, J.BS.9	
Marketing Research: Conduct marketing research	V	F.4.1, F.8.6, F.12.6, F.BS.2	
Technology Integration: Implement marketing activities that require the use of technology	III: G IV: B	F.8.5, F.12.3	
Competition: Describe the ways marketing strategies are altered to meet competition	II: A, D	F.8.2, 8.3, F.8.6, F.12.1, F.12.3, F.12.7, F.BS.1	
Marketing Planning: Analyze the impact of short-term vs. long-term marketing planning	VI	F.12.3, F.BS.1	
Financing: Describe the cost effectiveness of marketing efforts	IV: C	F. 12.1, F.BS.5, F. BS.3	

Concepts	National Business Standards	Wisconsin Business Standards	Wisconsin Academic Standards
Career Development: Explore and evaluate positions and career paths in marketing and how marketing relates to other careers.	Career Development I II III IV V VI	K.4.4, K.8.1, K.8.2, K.8.3, K.8.4, K.8.5, K.8.8, K.8.9, K.8.10, K.8.13 K.12.1, K.12.2, K.12.3, K.12.5, K.12.6, K.12.7, K.12.8, K.12.14, K.BS.1, K.BS.2, K.BS.3, K.BS.6	
Communication: Demonstrate effective communication skills as they apply to marketing	Communication I II III IV V	A.4.2, A.4.14, A.4.16 A.8.1, A.8.6, A.8.10 A.12.1, A.12.4 F.12.1, A.12.12, A.12.16, A.12.17, A.12.19, A.BS.2, A.BS.4, A.BS.5, A.BS.8	LA.D.4.2, LA.B.8.1, LA.B.12.1, LA.C.8.1, LA.D.8.2, LA.B.12.1, LA.F.8.1, LA.B.8.2, LA.B.4.1, LA.B.12.2, LA.B.12.3, LA.C.12.1, LA.E.12.3, LA.E.12.4
Computation: Utilize computation skills to analyze marketing-related situations.	Computation I II VI: A	C.8.4, C.12.5, C.12.6, C.BS.3, C.BS.4, C.BS.6	M.F.12.2, M.B.4.5

Sample Course
Content Area: Marketing

TITLE: Introduction to Business and Marketing		
DESCRIPTION: Students will explore the role of business in their every day lives in this overview course. Topics covered will explore the nature of government and democracy, economics, global interdependence, technology, continuity and change, culture and traditions and relate them all to business in our everyday lives. After exploring basic economic concepts, the course will cover marketing, finance and entrepreneurship, often using current events in each unit and incorporating projects that draw heavily on core skills in writing, computation, research, presenting and team work.		
CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 1: Economics <ul style="list-style-type: none"> • Explain wants and needs • Identify the role of business • Describe the impact of scarcity • Identify factors of production • Compare and contrast economic systems • Describe different types of economic measures • Analyze the impact of specialization on production • Explain activities in each phase of the business cycle 	<ul style="list-style-type: none"> • Study guides: Vocabulary puzzle, Review Questions • Guided reading of Business Week Article • Factors of Production Poster Activity • Portfolio Activity: Interview with Business Owner • Internet Webquest • Charting economic trends in your daily life • Production simulation activity (sandwich factory) • Exams 	Business: F.8.3, F.12.7, F.12.9, D.4.1, D.4.2, D.8.1, D.8.2, D.12.5, D.BS.4
Unit 2: Entrepreneurship and Small Business Management <ul style="list-style-type: none"> • Describe the impact of entrepreneurs on the economy • Assess your entrepreneurial potential • Describe how marketing research is used to make management decisions • Identify technology that can assist small business • Identify opportunity costs • Describe leadership • Compare and contrast different types of business ownership • Describe global marketplace and competition 	<ul style="list-style-type: none"> • Study Guides • Simple entrepreneurial simulation • Guided reading of business article • Written report on biography of and traits of a leader/entrepreneur plus presentation on report • Virtual Business Retailing or Virtual Business Management activities • Field trip to local entrepreneur's business • Exams or Quizzes 	Business: F.8.2, F.8.3, F.8.6, F.12.1, F.12.3, F.12.7, F.BS.1, B.8.6, B.8.9

Sample Course (continued)

Content Area: Marketing

TITLE: Introduction to Business and Marketing

CONCEPTS COVERED	ASSESSMENTS/ACTIVITIES	WI STANDARDS
Unit 3: Marketing to the Consumer <ul style="list-style-type: none"> List the functions of marketing Define the Marketing mix Identify elements of the promotional mix Identify importance of marketing research Explain channels of distribution Identify different types of media used for marketing activities Describe advantages and disadvantages for each type of advertising media Name factors involved in the cost of marketing Ethics in marketing 	<ul style="list-style-type: none"> Study Guides Guided reading of business article Virtual Business Retailing or Virtual Business Management activities Market Research Project for school store Promotion project for student event or club E-commerce Webquest Infomercial analysis project Guest speaker panel Portfolio Project Exams or Quizzes 	Business: F.8.2, F.8.3, F.8.6, F.12.1, F.12.2, F.12.3, F.12.7, F.BS.2, J.8.5, J.8.9, J.12.11, J.12.14, J.BS.3, B.8.12
Unit 4: Human Resources in Business <ul style="list-style-type: none"> Describe the process of attracting and finding employees Outline the job search process for employees Identify qualities of good customer service Identify needed skills and traits for a job Describe employee retention strategies Explain how cultural differences affect business Describe characteristics of corporate culture Ethics in employment practices 	<ul style="list-style-type: none"> Study Guides Guided reading of business article Virtual Business Retailing or Virtual Business Management activities Informational Interview Community Job Interview Day Resume and Cover letter preparation Exams or Quizzes 	Business: H.8.1, H.8.2, H.8.4, H.12.1, H.12.2, H.12.3, J.BS.9, K.8.3, K.12.12
Unit 5: Managing Financial and Technological Resources <ul style="list-style-type: none"> Identify the financial records used by business Describe how financial data can be used to make managerial decisions Describe ways technology has changed the workplace Identify ways businesses use technology to share information Ethics in financial management and technology use 	<ul style="list-style-type: none"> Study Guides Guided reading of business article Virtual Business Retailing or Virtual Business Management activities Bulletin Board Project Spreadsheet project Guest speaker Exams or Quizzes 	Business: B.8.7, B.8.6, B.8.12, B.12.16, B.12.17

WISCONSIN ACADEMIC STANDARDS FOR BUSINESS

Business Foundations

Communication

A.4.1	Demonstrate correct spelling, grammar, word usage, and legible writing (see LA B.4.3)
A.4.2	Write, edit, and revise an original, creative work incorporating correct spelling, grammar, and punctuation (see LA B.4.2)
A.4.3	Compose simple requests for information (see LA B.4.1)
A.4.4	Take simple notes (see LA F.4.1)
A.4.5	Compose a standard business letter (see LA B.4.1, B.4.2)
A.4.6	Express wants, needs, and feelings (see LA C.4.3)
A.4.7	Demonstrate the difference between opinion and fact (see LA C.4.2)
A.4.8	Participate in group discussion and role playing (see LA C.4.1)
A.4.9	Demonstrate telephone etiquette
A.4.10	Follow oral directions (see LA C.4.2)
A.4.11	Demonstrate the ability to listen for meaning (see LA C.4.2)
A.4.12	Record complete and accurate messages and notes (see LA B.4.1)
A.4.13	Give and follow simple instructions (see LA B.4.1, C.4.1, C.4.2)
A.4.14	Greet people appropriately in a variety of situations (see LA D.4.2)
A.4.15	Take turns communicating in a group situation (see LA C.4.1, C.4.3)
A.4.16	Deliver informal appreciation messages in a variety of situations (see LA D.4.2, B.4.1)
A.4.17	Make a written/oral request (see LA D.4.2)
A.8.1	Write, edit, and revise business correspondence, outlines, summaries, and reports using correct grammar, mechanics, and word usage (see LA B.8.1, B.8.2)
A.8.2	Differentiate between paraphrasing, documentation, and plagiarism (see LA F.12.1)
A.8.3	Demonstrate the ability to paraphrase and document sources (see LA F.12.1)
A.8.4	Demonstrate an awareness to language bias (see LA C.8.1, D.8.2)
A.8.5	Plan, draft, and revise a spontaneous piece that demonstrates effective language use, structure, style, and correctness (see B.8.2)
A.8.6	Present brief impromptu remarks pertaining to topics of current or general interest (see LA C.8.1)
A.8.7	Research and present a speech relating to career choices (see LA C.8.1)
A.8.8	Ask appropriate questions when more information is needed (see LA C.8.3)
A.8.9	Demonstrate and interpret nonverbal cues (see LA C.8.3)
A.8.10	Demonstrate respect for differences in regional and multicultural communication (see LA C.8.1, D.8.2)
A.8.11	Identify and define the components of the communication process (see LA C.8.2)
A.8.12	Identify barriers to communications
A.8.13	Make introductions in a variety of situations
A.8.14	Describe the steps of problem-solving negotiation
A.8.15	Describe the characteristics of an effective team
A.8.16	Write a thank-you letter
A.12.1	Use a variety of references and resources (electronic and printed) for the purpose of writing business documents (see LA B.12.1, F.12.1, F.8.1)
A.12.2	Produce technical writing such as memos, forms, instructions, letters, and resumes for appropriate audiences (see LA B.12.1)
A.12.3	Write formal and informal reports supported by appropriate graphic aids (see LA B.12.1, B.12.3, E.12.1)
A.12.4	Analyze and respond in writing to business situations (both individually and collaboratively) (see LA B.12.1, F.12.1)
A.12.5	Participate in group discussions for problem resolution (see LA C.12.13)
A.12.6	Organize and lead discussions; participate in meetings; answer questions in formal and informal situations (see LA C.12.13)
A.12.7	Identify and overcome major barriers to listening (see LA C.12.2, C.12.3)
A.12.8	Assess and respond to a speaker's nonverbal messages (see LA C.12.2)

Business Foundations

Communication (continued)

A.12.9	Give examples of how nonverbal messages have different meanings in various cultures (see LA D.12.2)
A.12.10	Demonstrate interactive listening techniques (see LA C.12.3)
A.12.11	Demonstrate strategies for overcoming communication barriers
A.12.12	Respond appropriately to the audience and the situation
A.12.13	Demonstrate effective negotiation skills
A.12.14	Describe strategies for communicating with supervisors
A.12.15	Describe strategies for communicating with co-workers
A.12.16	Describe strategies for communicating with customers/clients
A.12.17	Prepare persuasive messages for a variety of situations
A.12.18	Accept or decline a request
A.12.19	Identify elements of good customer service
A.12.20	Participate as a productive member of a group
A.BS.1	Research and write business-specific technical reports that incorporate graphic aids (see LA B.12.1, B.12.2, B.12.3, E.12.1)
A.BS.2	Analyze and respond to complex business case studies
A.BS.3	Edit business documents to improve content and effectiveness (see LA B.12.2)
A.BS.4	Compose, edit, and produce executive summaries (see LA B.12.1, B.12.2, B.12.3)
A.BS.5	Give a formal presentation using appropriate graphics, media, and support materials (see LA C.12.1, E.12.3)
A.BS.6	Present point of view on a current business issue
A.BS.7	Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations (see LA F.12.1)
A.BS.8	Evaluate media and oral presentations analytically and critically (see LA C.12.3, E.12.4)
A.BS.9	Preside at meetings
A.BS.10	Use negotiation strategies to resolve a conflict
A.BS.11	Demonstrate the ability to satisfy a customer's request
A.BS.12	Prepare and deliver a presentation for a specific business purpose
A.BS.13	Participate in and evaluate mock interviews
A.BS.14	Discuss the importance of verbal and nonverbal communications during an interview

Business Foundations

Computation (NBEA Standards)

I.	Apply basic mathematical operations to solve problems
II.	Solve problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions
III.	Use algebraic operations to solve problems
IV.	Use common international standards of measurement when solving problems
V.	Analyze and interpret data using common statistical procedures
VI.	Use mathematical procedures to analyze and solve business problems

Business Foundations

Career Development

J.4.1	Work cooperatively in a group
J.4.2	Follow oral directions (see LA C.4.2)
J.4.3	Demonstrate courtesy to others
J.4.4	Demonstrate respect to others
J.4.5	Demonstrate good manners
J.4.6	Respect the rights and feelings of others
J.4.7	Describe the advantages of working together as a team
J.4.8	Discuss the importance of being able to work together with people who are different from oneself
J.8.1	Identify leadership styles
J.8.2	Demonstrate the ability to work with others
J.8.3	Provide examples of how behavior affects the feelings of others
J.8.4	Discuss the importance of honesty when working with others
J.8.5	Discuss the importance of integrity
J.8.6	Describe different cultural behaviors and expectations (see SS E.8.10)
J.8.7	Distinguish between fact and opinion (see LA C.4.2)
J.8.8	Expand vocabulary to include simple business terms
J.8.9	Demonstrate respect for others who are different from oneself
J.8.10	Describe characteristics of a team working together successfully
J.12.1	Demonstrate appropriate interpersonal skills when working with others
J.12.2	Identify stereotypes and discriminatory behaviors that could impact personal and organizational success
J.12.3	Demonstrate ability to give and receive constructive criticism
J.12.4	Interact effectively with people from various backgrounds
J.12.5	Organize and participate in a discussion (see LA C.8.3, C.12.3)
J.12.6	Demonstrate courteous attention to speakers
J.12.7	Demonstrate the ability to work as part of a team
J.12.8	Demonstrate the ability to work independently
J.12.9	Give examples of how nonverbal messages have different meanings in various cultures
J.12.10	Demonstrate delegation skills
J.12.11	Define ethics
J.12.12	Explain why motivation, leadership, and trust are important to a team
J.12.13	Compare and contrast alternative leadership styles
J.12.14	Explain the importance of consumer trust for the successful conduct of business
J.BS.1	Practice appropriate interpersonal skills in a business setting
J.BS.2	Plan and present short presentations individually or as a member of a team
J.BS.3	Demonstrate an acceptance of different cultural beliefs and practices
J.BS.4	Demonstrate successful listening techniques
J.BS.5	Demonstrate professional behavior in the work environment
J.BS.6	Participate as a member of a team in a business environment
J.BS.7	Use appropriate etiquette when relating to business people of various cultures
J.BS.8	Demonstrate effective consensus-building techniques in a group situation
J.BS.9	Identify ways in which honesty and integrity of co-workers affect work performance
J.BS.10	Lead a committee or preside at a meeting
J.BS.11	Explain the different roles people assume when working in groups

Business Foundations

Career Development (continued)

K.4.1	Identify own likes and dislikes and careers that match these preferences
K.4.2	Identify what he/she does well
K.4.3	Identify what he/she needs to improve
K.4.4	Identify various types of occupations in the community
K.4.5	Describe careers of immediate family members
K.4.6	Demonstrate ability to work cooperatively with other students and family members
K.8.1	Identify own talents and interests
K.8.2	Identify own strengths and weaknesses with examples
K.8.3	Assess how one's strengths and weaknesses relate to a variety of career options
K.8.4	Compare one's skills and aptitudes with various career options
K.8.5	Describe several occupations within the business occupational cluster
K.8.6	Initiate a lifework plan to assess self, select high school courses, and identify potential career options
K.8.7	Create a career portfolio that includes career research materials
K.8.8	Compare education options
K.8.9	Use a variety of resources to gather information about careers
K.8.10	Relate career interests to opportunities in the global economy
K.8.11	Describe habits needed for career success
K.8.12	Demonstrate effective interpersonal skills in a work team relationship
K.8.13	Describe appropriate etiquette for work situations
K.12.1	Assess and analyze personal talents and interests as they relate to career decisions
K.12.2	Describe how personal qualities transfer from school to work
K.12.3	Identify ways to overcome weaknesses and capitalize on strengths
K.12.4	Update and present career portfolio that includes career research materials and work samples
K.12.5	List sources of training related to career plan
K.12.6	Analyze projected career opportunities and trends
K.12.7	Create a career and education (lifework) plan for transition from high school
K.12.8	Demonstrate habits needed for career success
K.12.9	Experience paid/unpaid work opportunities
K.12.10	Explain the benefits of community involvement
K.12.11	Discuss social and ethical standards of the workplace
K.12.12	Prepare documents for a job campaign
K.12.13	Participate in a mock interview
K.12.14	Describe employment trends in the workplace
K.12.15	Develop and maintain a job search database
K.BS.1	Identify how one's own strengths match skills needed for business career cluster
K.BS.2	Develop strategies to acquire skills needed for business career cluster
K.BS.3	Identify strategies to use to upgrade and improve performance
K.BS.4	Explore entrepreneurship opportunities
K.BS.5	Explain the need for flexible career planning
K.BS.6	Identify a network of business people who will provide assistance in securing a job
K.BS.7	Explain the benefits of professional involvement
K.BS.8	Develop a database of professional organizations related to chosen career cluster
K.BS.9	Experience paid school- and work-based opportunities related to business occupational cluster

Financial

Financial Procedures

D.4.1	Understand that productive resources are limited and that people cannot have all the goods and services they want; as a result they must choose some things and give up others. Identify the opportunity cost of a decision when one alternative is chosen (see SS D.4.1, D.4.2, D.4.7)
D.4.2	Define economic wants and explain how they are satisfied (see SS D.4.2)
D.4.3	Identify factors that can influence the prices of goods and services
D.8.1	Describe the characteristics of a market system (i.e., private property, freedom of choice, self interest, competition, prices set in markets by supply and demand, and limited role of government)
D.8.2	Give examples to explain how businesses depend upon workers with specialized skills to make production more efficient (see SS D.4.4)
D.8.3	Identify consumer rights and responsibilities
D.8.4	Give examples to show how government provides for the national defense, health and safety, environmental protection, defense of property rights, and the maintenance of free and competitive markets (see SS D.8.3, D.8.5, D.12.11)
D.8.5	Apply economic concepts to consumer decision making, buying, saving, and investing (see SS D.8.1)
D.12.1	Describe the components of economic activity and illustrate how they interact with each other
D.12.2	Describe the possible effects of the national debt on the level of economic activity in the long run (see SS D.8.6)
D.12.3	Explain how consumer legislation may affect consumer product prices (see SS D.12.5)
D.12.4	Demonstrate an understanding of current local, state, national, and international economic issues (see SS D.12.6, D.12.13)
D.12.5	Describe the roles of business enterprises, consumers, and government in our mixed economy (see SS D.8.10, D.12.7, D.12.14)
D.12.6	Explain how interest rates are determined by market forces and how they influence the amount of borrowing and saving by business investors, consumers, and government officials (see SS D.12.11)
D.BS.1	Explain the basic characteristics of international trade including absolute and comparative advantage, barriers to free trade, exchange rate, and balance of trade
D.BS.2	Analyze how income will be affected by factors such as supply and demand, location, level of education, type of industry, union or non-union membership, gender, ethnicity, skill levels, work ethics, worker productivity, and market value of what workers produce
D.BS.3	Understand the necessity for choices and the role of the decision-making process for analyzing individual business and societal decisions
D.BS.4	Compare and contrast the different types of economic systems (command, market, traditional, and mixed)
D.BS.5	Explain the concepts of inflation, unemployment, and Gross Domestic Product and describe how they are measured
C.4.1	Recognize different denominations of currency and coins (see M B.4.3)
C.4.2	Identify the value of each denomination (see M D.4.4)
C.4.3	Calculate mathematics problems requiring adding, subtracting, multiplying, and dividing different denominations (see M B.4.5)
C.4.4	Estimate mathematical calculations
C.8.1	Calculate sales tax (see M B.8.5)
C.8.2	Make change in a sales transaction
C.8.3	Determine the amount of savings needed for a short-term goal
C.8.4	Verify the accuracy of financial calculations
C.12.1	Calculate simple interest on loans (see M D.12.3)
C.12.2	Maintain and reconcile a checking account

Financial

Financial Procedures

C.12.3	Prepare a budget of personal income and expenses
C.12.4	Explain the use of credit cards, bank cards, debit cards, credit ratings, and loan applications
C.12.5	Construct and read charts, tables, and graphs that summarize data from real world situations (see M F.12.2)
C.12.6	Use calculators appropriately to aid computations and understanding (see M B.4.5)
C.12.7	Contrast rental, lease, or purchase options of property
C.12.8	Prepare a simple income tax form
C.12.9	Contrast short- and long-term investment options
C.BS.1	Identify, prepare, and analyze financial statements
C.BS.2	Calculate loan payments with different interest rates (see M D.12.3)
C.BS.3	Determine cash flow for a business
C.BS.4	Compare budget figures to actual costs
C.BS.5	Prepare and maintain payroll records
C.BS.6	Determine manufacturing costs
C.BS.7	Use technology to maintain, manipulate, and report financial information

Information Systems	
Information Technology	
B.4.1	Identify hardware components (see LA E.4.1)
B.4.2	Open and close a program (see LA E.4.1)
B.4.3	Save and retrieve a file (see LA E.4.1)
B.4.4	Develop touch keyboarding techniques
B.4.5	Use various input devices (see LA E.4.1)
B.4.6	Compose simple information using a keyboard (see LA E.4.1, B.4.1)
B.4.7	Proofread and edit documents (see LA B.4.2, E.4.5)
B.4.8	Print a document (see LA F.4.1)
B.4.9	Use graphic software to paint or draw (see LA E.4.3, E.4.1)
B.4.10	Access the Internet (see LA F.4.1)
B.4.11	Listen to speakers who use current technology (see LA E.4.5)
B.8.1	Identify hardware components inside the computer
B.8.2	Have a basic understanding and use of file management
B.8.3	Use a medium to store, retrieve, and backup information (see LA E.4.1)
B.8.4	Explain when to use word processing, spreadsheet, database, and desktop publishing software
B.8.5	Demonstrate touch keyboarding skills at acceptable speed and accuracy levels
B.8.6	Use word processing software to compose, organize, and edit information
B.8.7	Use spreadsheet software to create, store, retrieve, update, and delete data
B.8.8	Use database software to store and manipulate data
B.8.9	Proofread and edit documents
B.8.10	Demonstrate the use of print functions
B.8.11	Identify security issues pertaining to computer systems
B.8.12	Use the Internet to obtain information
B.12.1	Access, navigate, and use on-line services
B.12.2	Identify and use communication software
B.12.3	Enter and manipulate data using the touch method on a ten-key pad
B.12.4	Import text and graphics from other software programs
B.12.5	Use the integration features of a software package
B.12.6	Restart and recover from system failure and virus infection as necessary
B.12.7	Identify and compare types of programming languages
B.12.8	Contrast careers in the information technology industry
B.12.9	Describe emerging hardware and software
B.12.10	Import, export, and merge data
B.12.11	Identify electronic storage media
B.12.12	Analyze spreadsheet data
B.12.13	Use desktop publishing software to create documents (see LA E.8.3)
B.12.14	Use common features of multimedia software
B.12.15	Identify laws and rules pertaining to computer crime, fraud, and abuse
B.12.16	Practice a code of ethics for information systems
B.12.17	Describe how the information technology industry impacts society
B.12.18	Send and receive faxes
B.12.19	Use electronic mail
B.12.20	Send and respond to voice messages
B.12.21	Sort and file documents according to established procedures
B.BS.1	Diagnose and solve problems related to the operation of computer equipment
B.BS.2	Apply special features of software packages such as galleries, templates, macros, etc.
B.BS.3	Describe how information systems have changed the workplace
B.BS.4	Explain how information systems have contributed to worker productivity

Information Systems

Information Technology (continued)

B.BS.5	Use data to create information to solve business problems
B.BS.6	Use desktop publishing software to design, create, and produce a variety of publications (see LA E.8.3)
B.BS.7	Import data, graphics, and scanned images using desktop publishing software
B.BS.8	Use multimedia software to design, create, and produce a variety of presentations (see LA E.8.3)
B.BS.9	Design and create a web page
B.BS.10	Evaluate application software products in terms of their features
B.BS.11	Customize application software
B.BS.12	Generate complex, multipart documents
B.BS.13	Use operating system commands
B.BS.14	Generate business forms
B.BS.15	Generate newsletters and brochures (see LA E.8.3)
B.BS.16	Create documents by merging information
B.BS.17	Establish and maintain a records management system

Management

Business Law (Principles of Law)

I.4.1	Explain rules at home and understand the rationale for these rules (see SS C.4.3)
I.4.2	Identify school rules and the rationale for these rules (see SS C.4.3)
I.4.3	Recognize community laws and their rationale (see SS C.4.4)
I.8.1	Explain why laws are made
I.8.2	Explain common legal terms
I.8.3	Explain the judicial system (see SS C.8.4)
I.8.4	Identify an individual's legal rights and responsibilities in a democratic society (see SS C.4.1)
I.12.1	Interpret and apply legal principles to business and personal situations
I.12.2	Differentiate and contrast between felonies and misdemeanors and their penalties
I.12.3	Understand rights and responsibilities when leasing property
I.12.4	Identify laws governing credit and credit reporting
I.12.5	Demonstrate an understanding of legal forms used in business transactions
I.12.6	Understand laws that govern personal investments and estates
I.12.7	Identify agencies protecting consumer rights
I.12.8	Become aware of career opportunities in law-related areas, and understand the technical skills, knowledges, education levels, and skills needed
I.BS.1	Describe sources of laws and their effect on individuals and society (see SS C.8.3)
I.BS.2	Identify court systems and procedures (see SS C.8.4)
I.BS.3	Analyze laws governing starting and maintaining a business
I.BS.4	List the elements of a business contract, and identify and explain the various types of contracts
I.BS.5	Demonstrate an understanding of the legislative process, and exhibit an awareness of legislation affecting business
I.BS.6	Compare and contrast differences in ethical and legal systems from state to state and nation to nation
I.BS.7	Explain contractual rights and responsibilities
I.BS.8	Discuss consumer protection legislation
I.BS.9	Identify contractual capacity
I.BS.10	Discuss the effects of law on employment relations
E.4.1	Identify characteristics of an entrepreneur (business owner) (see SS E.4.12, B.4.1, B.4.3, B.4.7)
E.4.2	Identify reasons for keeping financial records
E.4.3	Explain the cost of theft to business
E.8.1	Describe the role of entrepreneurs in a market system and explain the benefits and risks of becoming an entrepreneur (see SS D.8.8)
E.8.2	Recognize opportunities that would lead to a successful business
E.8.3	Give examples of how businesses meet societal needs
E.8.4	Explain the impact of competition on profits
E.8.5	Explain how supply and demand interact to determine price (see SS D.8.2)
E.8.6	Define differences between debt and equity and identify factors that can lead to higher and lower prices
E.8.7	Contrast the differences among corporations, sole proprietorships, and partnerships
E.8.8	Discuss major components of a business plan
E.8.9	Describe major business activities that occur in any business
E.8.10	Prepare a personal net worth statement
E.8.11	Explain the basic operations of a small business
E.12.1	Analyze the degree to which one possesses the characteristics, skills, and abilities of an entrepreneur (see SS D.8.8)
E.12.2	Participate in a career-related, community service activity
E.12.3	Discuss the effects of promotion on pricing and demand for goods (see SS E.4.10, E.8.8, E.12.7)
E.12.4	Complete a commercial loan application

Management

Business Law [Principles of Law] (continued)

E.12.5	Identify personnel needed for a small business
E.12.6	Define the interdependence of foreign and domestic markets (see SS D.8.3, D.8.11, D.12.8)
E.12.7	Define franchising and describe the relationship with other forms of business organizations
E.12.8	Discuss appropriate responses to unethical behavior in the workplace
E.12.9	Identify resources available to entrepreneurs when preparing a business plan
E.12.10	Operate a small business
E.12.11	Describe the business cycle
E.12.12	Compare ways to finance a business venture
E.BS.1	Research the unique contributions of entrepreneurs in the American economy
E.BS.2	Given a business dilemma, identify the problem and analyze possible solutions
E.BS.3	Design a business plan for a specific business
E.BS.4	Establish a means for building and maintaining customer loyalty
E.BS.5	Identify impact of outside sources such as labor unions, trade organizations, and competition when establishing a small business
E.BS.6	Prepare financial statements for a planned business
E.BS.7	Evaluate the financial condition of a business based on its financial records
E.BS.8	Diagram the organizational structure of a planned business
E.BS.9	Describe practices associated with cultural diversity that would impact a business moving from the national to the international marketplace
E.BS.10	Develop a business plan for a specific business based on the concepts of successful entrepreneurship, and defend the plan to an investor

Management

International Business

G.4.1	Identify a currency used in another country
G.4.2	Identify metric measurements (see M D.4.2)
G.4.3	Identify different countries in the world (see SS A.4.5)
G.4.4	Identify a product which is produced in another country
G.8.1	Recognize major cities in the world and identify the countries in which they are located (see SS A.4.2, A.4.5)
G.8.2	Identify major holidays in various cultures and discuss how they are celebrated
G.8.3	Identify international cultural differences in food, dress, and social behavior of countries (see SS E.4.14)
G.8.4	Identify basic words and phrases in languages used in business throughout the world
G.8.5	Define basic business terminology used in international business transactions such as import and export
G.8.6	Identify examples of imported and exported goods
G.12.1	Define international business
G.12.2	Explain the difference between a domestic and international company
G.12.3	Locate major trade regions of the world (see SS A.12.6, A.12.7)
G.12.4	Determine time in different parts of the world (see SS A.4.5)
G.12.5	Identify careers that are influenced by international business
G.12.6	Recognize challenges in business related to people speaking various languages
G.12.7	Identify currencies used throughout the world
G.12.8	Calculate simple currency exchange transactions
G.12.9	Identify requirements for traveling abroad
G.BS.1	List examples of international trade in the local community
G.BS.2	Explain advantages and disadvantages of trade agreements between and among nations
G.BS.3	Identify the relationship between international events and the daily conduct of business
G.BS.4	Identify international trade partners
G.BS.5	Explain the role of international business at local, regional, and national levels
G.BS.6	Explain how time zones around the world affect businesses
G.BS.7	Compare the resources (e.g., trade routes, transportation centers, foreign trade zones, etc.) of major cities around the world
G.BS.8	Detail the processes for securing travel documents
G.BS.9	Explain the role of U.S. Customs and the customs agencies of other countries
G.BS.10	Identify the role of translators and interpreters in international business settings
G.BS.11	Use words and phrases important to business people in a given language
G.BS.12	Explain appropriate business protocol in international business situations
G.BS.13	Explain the use of names, titles, and ranks in different cultures and countries
G.BS.14	Select most appropriate telecommunication methods for given international business situations
G.BS.15	Define international business terms; such as, nontariff trade barriers, tariff, quota, and balance of trade
G.BS.16	Explain how changes in exchange rates affect consumers, companies that export goods, and companies that import goods
G.BS.17	Identify potential problems or “hurdles” of doing business in foreign countries

Management

Principles of Management

H.4.1	Identify management positions within your school building
H.4.2	Contrast the different levels of management in your school building and how their responsibilities differ
H.8.1	Identify why business decisions need to be made
H.8.2	Describe how to collect and analyze the data in order to make business decisions
H.8.3	Analyze outcomes as a result of business decisions
H.8.4	Identify personal traits of successful business owners and managers
H.12.1	Identify the function areas of a business
H.12.2	Identify and explain a business organizational chart
H.12.3	Become aware of career opportunities in business organization/ management, and understand the technical skills, knowledges, education levels, and attitudes needed
H.BS.1	Analyze the pros and cons of different management decisions
H.BS.2	Develop short-term strategic plans for a business
H.BS.3	Describe how the organization provides for accountability through authority and responsibility
H.BS.4	Measure and compare established employment standards
H.BS.5	Recognize the role of labor and management unions
H.BS.6	Understand the importance of employer/employee relations

Marketing

F.4.1	Determine product/service preferences of classmates and family members
F.8.1	Explain the difference between promoting and selling
F.8.2	Contrast different types of promotional campaigns
F.8.3	List factors that influence consumers to buy
F.8.4	Explain the purposes of promotion
F.8.5	Describe the distribution process
F.8.6	Explain how a business identifies products/services needed and wanted by consumers
F.12.1	Explain how marketing benefits all businesses
F.12.2	Define marketing mix
F.12.3	Describe current trends that affect the marketing mix
F.12.4	Describe how government regulates marketing (see SS D.12.5)
F.12.5	Describe how marketing problems are identified
F.12.6	Describe the market research process
F.12.7	Describe the factors that influence a consumer's decision to buy
F.12.8	Identify the elements of the promotional mix
F.12.9	Identify the role of marketing in the United States economy
F.12.10	Describe various methods of product distribution (logistics)
F.BS.1	Describe and use a marketing plan
F.BS.2	Perform market research
F.BS.3	Test market a product/service
F.BS.4	Analyze the life cycle of a product/service
F.BS.5	Analyze the various factors in pricing for a product/service
F.BS.6	Identify factors that influence the promotional mix of a product/service
F.BS.7	Identify the steps of the selling process
F.BS.8	Develop a distribution plan for a product/service

INDUSTRY CERTIFICATIONS

Industry Certifications At-A-Glance

Why is Certification Important?

In today's world of intense competition in the workplace, the need for proficiency in the principles and practices of workplace skills is the concern of all businesses, companies, schools, and individuals. Certification is verification of that proficiency. It provides assurance that the person performing the work is qualified and up-to-date on the latest techniques and has the experience and knowledge to apply them.

But why would you want to be certified?

- It gives important and needed recognition to those who are certified
- It provides objectives for improvement and advancement for the certified field
- To give employers a way of judging the qualifications of potential employees

Who is using Industry Certifications?

Numerous states, including Wisconsin, have been using industry certifications in the area of Information and Computer Technology for at least five years. However, in many of the other areas of Business Education, there are a few states that have adopted certification testing and made it a common practice. A couple of these states are Utah, Missouri, and Virginia.

However, Utah has mainly built their own state-wide testing system based upon adopted curriculum. Whereas, Virginia has utilized industry certifications and turned this into “verified” credit for its students. Many other states have adopted the use of only a couple of certifications or it is “hit-and-miss” depending upon school district.

Potential Certifications in the Business & Information Technology Area

International Association of Administrative Professionals www.iaap-hq.org

Tests are costly at \$220

Workplace requirements after testing to keep certification

Possible Tests at IAAP

- Basic/Consumer Law
- Information Systems
- Accounting
- Communications

Brainbench Certifications www.brainbench.com

Test costs are usually \$19.95 or \$49.95; however, you can find a few FREE ones
 Advantage at Brainbench is the "Learn" section of the site
 Partnership with FBLA

Possible Tests at Brainbench (Not an all inclusive listing)

- | | | |
|----------------------------------|---------------------------------|----------------------------------|
| • Accounts Payable | • Client/Server Concepts | • MS Windows |
| • Fundamentals | • Cisco Network Support/Design | • MS Suite (Individual Tests) |
| • Accounts Receivable/Billing | • Computer Fundamentals | • Networking Concepts |
| • Adobe Illustrator | • Consumer Finance | • Office Procedures |
| • Adobe Pagemaker | • Dreamweaver | • Peachtree |
| • Adobe PhotoShop | • E-commerce Concepts | • Sales Fundamentals |
| • Advertising Industry Knowledge | • Fireworks | • Server Administration |
| • Business Communication | • Flash | • Typing Speed & Accuracy (FREE) |
| • Business Writing | • Internet Concepts | • Web Design Concepts |
| • C++ | • Java | |
| | • Marketing Concepts & Strategy | |

ProSoft Training www.prosofttraining.com

Vendor-neutral certification
 Practice tests and curriculum available
 Cost of teach exam is unavailable at this time

Possible Tests at Prosoft

- Certified Webmaster Associate
- Certification in Convergent Network Technologies

Certiport www.certiport.com

Widely used and recognized
 Tests range from \$20-60
 Each school district can become a testing center

Possible Tests at Certiport

- IC3 Certification (Introductory Certification)
- MOS (Microsoft Office Specialist) Certification
- WOW Certified Apprentice Webmaster
- A+ Certification

CompTia www.comptia.org

Nonmember pricing is \$145 per exam

Possible tests at CompTia

- A+ Certification
- Linux+
- I-Net+

Electronics Technicians Association International www.eta-sda.com

Study materials available
Each school may become a testing site
Costs are unavailable on the site

Possible certifications from ETAI

- Computer Service Technician
- Certified Computing Professional
- Customer Service Specialist
- Certified Network Computer Technician

American Hotel & Motel Association www.ei-ahma.org

Online exams
Skills for Success program and materials available
High school specific program
Tests are costly at \$325

Possible Certifications with AHMA

- Front Desk Agent
- Hospitality Specific
- Reservationist

Novell, Inc. www.novell.com

Study materials available online
Cost per test is \$125

Possible Certifications with Novell

- Certified Novell Administrator
- Certified Novell Engineer
- Certified Internet Architect

Cisco www.cisco.com

Expensive to get started
Exam costs range from \$125-250

Possible Certifications with Cisco

- Certified Internet Expert
- Certified Design Associate/Professional
- Certified Network Associate/Professional

Oracle www.oracle.com

Online tutor and guides
Exam cost = \$90

Possible Certifications with Oracle

- Oracle Certified Developer Associate

Microsoft www.microsoft.com/

Tons of educational materials on their site
Each school can become an IT Academy
IT Academies are expensive ranging from \$1500-5000

Possible Certifications with Microsoft

- MS Certified Professional: Visual Basic
- MS Certified Professional: Visual C++
- MS Certified Systems Administrator
- MS Certified Systems Engineer

Sales and Service Voluntary Partnership www.ssvolpart.org

Industry standards are linked directly to the test
Partnership with DECA
Certification cost is \$20
Online testing

Possible Certifications with Cisco

- National Professional Certification in Customer Service

National Occupational Competency Testing Institute www.nocti.org

Costs are \$17.50 per written or performance test OR \$20 for both
NOCTI certifies all teachers in numerous states including Michigan
Tests can be taken online or a testing proctor can be setup at your school
All competencies are available online

Possible Certifications with NOCTI

- Accounting
- Computer Technology
- Business Information Processing
- Advertising and Design
- Workplace Readiness
- Computer Programming
- Microcomputer Repair

ARTICULATION AND CURRICULUM ALIGNMENT

Articulation Agreements

Business and information technology programs have developed independently at various educational levels and at separate educational institutions. This has created a need for coordination and articulation of programs at all levels to eliminate unnecessary duplication and delay in career preparation.

Articulation is the planned process within the educational system which facilitates the transition of students between secondary and postsecondary levels of instruction and allows students to move with continuity and without hindrance through levels of the educational process (ACTE, 2004). An articulated program facilitates transition of students from one educational level to another without students experiencing a loss of credit or a need to duplicate parts of a program. Students are able to enhance and broaden their skills and knowledge as they advance through the system.

Vertical articulation refers to the relationships among institutions, programs, courses, or activities. Horizontal articulation includes those relationships between/among programs, courses, or activities which exist at any one educational competency level and will lead to coordinated educational programs for the student. This can be accomplished within the school or community. The following options describe programs in place to grant such credit.

Advanced Placement/College Level Examination Program

Why Take CLEP Tests?

It has been noted that many students do not make use of these credits since they move on to a four-year college rather than a technical college. Currently there are no Advanced Placement (AP) exams in the Business and Information Technology area which do not require additional certifications to teach (Economics and Computer Science). Another option however is the CLEP (College Level Examination Program) tests offered by the College Board. At this time there are five different CLEP tests available in the area of Business and Information Technology: Information Systems and Computer Applications, Principles of Accounting, Principles of Management, Principles of Business Law, and Principles of Marketing.

The College Level Examination Program provides students an opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. By taking a CLEP exam students can:

- Save time. High school business students can get 4-year college credit for what they already have learned in high school.
- Save money. The cost of a CLEP exam is \$50. This obviously is much less expensive than the cost of tuition.
- Make college more interesting. College freshmen can move right into more advanced courses in their subject major and avoid taking classes that repeat content that was already learned in high school.
- Graduate on time. CLEP can help students get a head start on graduating by coming to college with credits that have already been earned.

Getting Credit

Not all colleges award the same amount of CLEP credit for individual tests. Furthermore, some colleges place a limit on the total amount of credit a student can earn through CLEP. Other colleges may grant an exemption of a course but no credit towards a degree. For this reason, it is important to get a list of a given institution's academic policies, including its CLEP policies, before taking a test. As part of the institution's academic policies, most colleges publish the required scores for earning CLEP credit.

Recommendations

Based on the analysis of a taskforce of business and information technology teachers gathered in 2003-2004, a recommendation has been made to view CLEP test options for business students as a great opportunity to earn college credit while attending high school. The two main advantages noted are:

1. Patterning business and information technology courses after CLEP test standards adds credibility, accountability, and importance to the Business Education curriculum. Parents and students believe that they need to take AP courses in high school in order to compete academically at the post-secondary level. Offering courses leading to CLEP test-out credit better positions business and information technology from a marketing standpoint to compete with AP courses for student enrollment.
2. Taking and passing a CLEP test in a business and information technology area allows students to save time and money as they enter college whether they are attending a 2-year or 4-year institution.

Articulated and Transcribed Credit

Advantages/Disadvantages of Articulated Credit

The most obvious advantage of earning articulated credit is the savings of time and tuition when a student enters a technical college program. Students who continue their education at the institution where the credits are earned and in a similar program of interest may apply these credits to the credit requirement. One concern is that students who earn articulated credit seldom make use of these credits. This depends on many factors including the program of study a student pursues at a given technical college, whether or not they attend a technical college, and if a student attends a different technical college, whether or not a corresponding class exists. One possible solution to this is transcribed credits.

Advantages/Disadvantages of Transcribed Credit

With transcribed credit a student pursues virtually the same coursework at a local high school as if they are on the technical college campus. They use the same textbooks as a technical college student taking the course on campus and the technical college must certify the instructor for a transcribed course in order to be permitted to teach the class. In the case of transcribed credit the letter grade that the student earns for the class is the grade that appears on the student's technical college transcript. A passing grade will earn the transcribed credit. Unlike articulated credit, a student who earns transcribed credit may transfer those credits to a four-year college, where accepted.

Recommendation

As with CLEP testing, articulated/transcripted credit is another option for business students to earn college credit while attending high school. Both articulated credit and transcripted credit allow students to save time and money as they enter college. If they are attending a two-year college in a subject that has courses with articulated credit, earning articulated credit in high school allows the student to enter technical college with credits earned at no cost in high school. Transcripted credit offers the additional advantage of allowing students to earn credits that would transfer to a four-year college in addition to being applicable to a two-year college program.

It should be noted, however, that as with CLEP testing, it is unclear about the relationship between a work-based learning program and articulated/transcripted credit. Articulated/transcripted credit is advantageous to all business students including those earning Business Co-op Skill Certification or Youth Apprenticeship Certification.

American Council on Education (ACE)**Background**

The American Council on Education (ACE) helps adults obtain academic credit for courses and exams taken outside college and university degree programs. The College Credit Recommendation Service (CREDIT) analyzes courses and examinations to determine whether they are equivalent to traditional courses taught by accredited colleges.

The recommendation is provided in the form of a transcript. Those schools and organizations that recognize ACE's CREDIT service may grant credit toward a degree or certification at their institution.

Applications for High School Students

While CREDIT is primarily focused on adult learners who have already graduated from high school, there are two applications that have potential to meet our students' needs:

1. MOS (Microsoft Office Specialist) tests have been evaluated by CREDIT and have earned CREDIT's recommendation for one university credit.
2. CREDIT also reviews apprenticeship programs. DPI could submit our programs to CREDIT for evaluation to determine if it is equivalent to college-level coursework. CREDIT only has four programs currently listed, and none of them are similar to our apprenticeship programs.

Advantages/Disadvantages

For students attending an institution that recognizes CREDIT's recommendations and subsequently grants credit, this enables students to save time and money by earning college credit while attending high school. While MOS testing has already earned CREDIT's recommendation, unfortunately, there is no guarantee that our apprenticeship programs would meet CREDIT's standards for earning recommendation.

We see the greatest disadvantage in the fact that CREDIT merely offers a "recommendation" to institutions to grant credit. Institutions are not obligated to grant credit, even if the institution is listed as one that recognizes CREDIT's recommendations. Another tremendous disadvantage is the number of educational institutions in Wisconsin listed as recognizing CREDIT's recommendations. Glaring absences include state universities and technical colleges.

Recommendation

The American Council on Education 's CREDIT service is another option for business students to earn college credit while attending high school. Due to the services shortcomings, including no guarantees of credits being granted and a failure to include a more significant number of statewide schools, it is unclear of the number of students who can take advantage of this option.

For students who have successfully taken the MOS exams and who plan to attend one of the colleges listed with ACE, they can still take advantage of CREDIT's service without any further involvement from the local school district.